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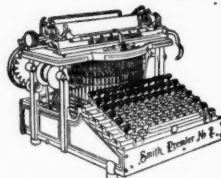
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THE SCHOOL JOURNAL

A Weekly Journal of Education

Vol. LXXV.

For the Week Ending August 31, 1907

No. 7

OSSIAN LANG, Editor.

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The Catholic Congress and the Common School.

The Catholic Church is sparing no effort to have the education of her members kept under her control from the earliest years up thru the university. She recognizes, as no other organization does, the importance of bringing up young people aright. The maintenance of parish schools is a heavy burden upon the members of that church. Bishop McFaul has figured out that the million and odd pupils in the Catholic parish schools mean a saving to the public treasury of nearly twenty-two million dollars per annum in tuition expenses. This is a remarkable showing, and speaks well for the earnestness with which the Church pursues a policy that to her is a matter of conscience. But to draw from this the conclusion that the "burden" of schooling the young, which the Catholics have voluntarily assumed, should be shifted upon the shoulders of the public exchequer, shows poor reasoning. Some of the foremost leaders in the Church recognize the unreasonableness of demanding for the parish schools a share of the taxes as a right.

The American Federation of Catholic Societies, at its recent convention in Indianapolis, passed a resolution which, according to *The Literary Digest*, is quoted in the *Catholic Tribune* of Dubuque, Iowa, as follows:

"Whereas, It is essential that our parochial schools be as efficient as possible, and that Catholics appreciate that their schools are superior or equal to any others; and,

"Whereas, Increasing efforts are being made to render the public schools more attractive and preferable to Catholic schools by reason of special legislation; therefore, be it

"Resolved, That our parochial schools be everywhere aided by every financial support that can be given to them, and that we condemn the modern socialistic and paternalistic schemes, which seek to make it appear that the public school is superior and better equipped than our parochial school."

The latter half of the resolution is not quite clear. The idea certainly is not to improve the common schools in order to put to shame the parish schools. The desire of all good Americans is to make the common schools as efficient, as attractive, as beautiful, as perfect as they can possibly be made. There is no intention of injuring anybody; it is all for the good and glory of the country. We want to give to the young the best we have, hoping thereby to make the world a brighter and sweeter place to live in. Of course this is the "paternalistic" idea. This generation is the paternal guardian of the one that is now growing up. God himself is "paternalistic," that is why we call Him "Our Father."

We are sure that Archbishop Ireland, Archbishop Conaty, and other American Church dignitaries of like magnitude would never endorse the resolution as worded by the "Federation."

Bishop McFaul, too, has taken rather a peculiar attitude toward the common school. This is what

he asks the Federation to urge upon the people of America as a "compromise," and to "insist on a trial of the compromise."

"1. Let our schools remain as they are.

"2. Let no compensation be made for religious instruction. We do not want it. We have seen what has happened in countries where the clergy are the hirelings of the State. Our principle is, let the pastor take care of the flock and live by the flock.

"3. Let our children be examined by the State or municipal board, and if our schools furnish the secular education required, then let the State pay for it.

"Mind you, we do not ask for anybody else's money. All we want is our own for the education of our children. Is this not fair? Suppose that in some city, like New York or Chicago, this system could be initiated, so that non-Catholics might see that it is not inimical to the existence of the public-school system, it would not be long until we would have our rights.

"The United States can receive an object-lesson from Emperor William of Germany. There, the Government has passed a law affirming emphatically the necessity of dogmatic religious instruction in the schools, supported by the State. Every teacher is required to have a thoro knowledge of his religion, the tenets of which he is to teach in the school attended by the children of that denomination. The public taxes are divided between Catholics, Jews, and Protestants in proportion to the number of pupils attending their schools."

The common school is intended to be the school for all the children of all the people. That is its glory, that is its significance, its only real reason for existence. In a democracy there must be no classes. There must be no segregation into contending partisans who are strangers to one another. In order that neither sect nor politics nor earthly goods may extinguish or obscure the ideal of democracy there is an absolute need of a common meeting ground such as the common school affords. The continuance of this Republic depends upon the fuller development of the common-school idea. Instead of paying the churches for withdrawing children from the common schools the State might rather insist that cause should be shown why these children should not be trained in the democracy which the common school alone affords.

The Faribault plan proposed some years ago, recognized the basal idea of these propositions. The object was to have all the children of all the people attend the common school. At certain specified periods the children were to receive religious instruction from teachers of their respective denominations. The plan made little progress, chiefly because of the opposition of several Protestant clergymen who saw in it some danger or other. One of the leaders among them explained his disapproval on the ground that only the Catholic

clergy would avail itself of the opportunity for teaching religion to the young, and would thus make the schools proselyting centers. Such an objection must strike a layman as extremely peculiar. Earthly reasons certainly cannot explain it.

THE SCHOOL JOURNAL stands for the common school as the central agency for the education of Young America. It recognizes at the same time the justice of the Catholic Church's insistence upon the necessity of the religious education of the young. The best "compromise" it has been able to find is one which appears to have been adopted by a number of Jewish congregations. The children's work-day opens with a religious service in the school or synagogue of the congregation. From there they go to the common school. After school hours they enjoy an hour or more in free play or other occupation. At four or five in the afternoon they gather once more for a half hour's tuition from their religious teacher. Besides, there are the Sabbaths.

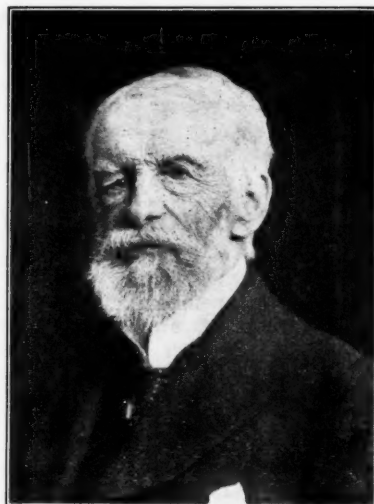
The problem of adjustment of the contentions of the Catholic Church to the fuller extension of the common school is an exceedingly delicate one. The Editor some time ago asked a few of the educational leaders in the Catholic Church to avail themselves of the columns of THE SCHOOL JOURNAL for the presentation of plans or suggestions for a right approach to a satisfactory solution. Every contribution received, which bore on this point, was published, but the response was not as general as had been hoped for. Bishop McFaul and the Federation of Catholic Societies failed to take due account of the significance of the common school, reducing the results of this institution to the transmission of a specified amount of examinable knowledge and dexterity. It is well that this matter is kept to the fore. There must be an adjustment some time. Let us see to it that this be just to the young and just to the Republic.

Death of a Common School Pioneer.

William Franklin Phelps is dead. He died on August 15. Sixty-five of his eighty-five years of life in the flesh were spent in the service of education. He is probably the last of the great pioneers in the founding of the American common school.

William F. Phelps began teaching country and village schools at the age of sixteen. The genius of David P. Page attracted him to the Albany State Normal School. He imbibed the ideas of his great teacher. In fact, he developed Page's conception of a model training school for teachers more fully, and carried the new gospel into other States. After being graduated from Union College, and having served for several years as supervisor of the practice school connected with the Albany normal, he was called to New Jersey to organize the first normal school in that State. From the principalship of the Trenton normal he went to Winona, Minn., and remained at the head of the normal school of that place for twelve years. He took charge of the State normal school at Stillwater, Wis., for a time, and then returned to his beloved Winona as superintendent of schools. In 1875 he was elected president of the National Educational Association, and the following year he was one of the two vice-presidents of the International Congress of Education held in connection with the Centennial Exposition. While he entered business in 1881, he never severed his connection with educational work. He was successively secretary of the Chambers of Commerce at Winona, St. Paul, and Duluth. The professional preparation of teachers for their life work was the subject always nearest his heart, and until failing health and infirmities of age compelled him to go into retirement he was a member of the board of directors of the Minnesota State Normal School.

Mr. Phelps is perhaps little known to the present generation of educators, outside the State of his adoption. Nevertheless he was one of the great builders in education, and his influence, especially



William Franklin Phelps.

upon the professional training of teachers, has been one of the constructive forces at work in the elaboration of the problem in America.

Supervision in Vermont.

Ninety-three out of Vermont's 240 towns are to have expert supervisors of schools, beginning the coming fall.

Twenty-five supervision districts have recently been formed in the state under the terms of a recent law. This provides that any two or more neighboring towns having an aggregate of not less than ten, nor more than thirty schools, may form a union for the purpose of employing a Superintendent of Schools. If the superintendent is paid not less than \$1,250, the State will give \$1,000 toward such salary.

The plan has been accepted with remarkable eagerness. There is a strong awakening of popular interest in modern methods of instruction and in the reconstruction of the State's educational policy along progressive lines. State Supt. Mason S. Stone is keeping alive the new interest by every means in his power.

Great good ought to spring from the educational revival. Vermont has excellent material among her teachers. They want only leadership and the support of a healthy popular interest in the schools.

Beg your pardon, Iain! Of course, it is Iain,—Iain of the bonnie brier bush, at one time mayor of Topeka, editor of the *Western School Journal* for many years, ready of wit alway, dangerous of debate, quoting Scripture and Shakespeare with discomfiting appropriateness—Iain Domhnallach. What sharp een that man has! Especially when it comes to spelling.

Job 32, 20.

Increase in the salary of teachers has caused a marked increase in the number of people wishing to adopt teaching as a means of livelihood. For the first time in the history of some farming districts of Pennsylvania, the country schools are supplied with teachers. In previous years many schools have been closed for lack of teachers, and the children of backwoods places have suffered in consequence. Buildings that have not been occupied for years are being renovated for the opening term in September.

The News of the World.

Triennial Congress of Zoologists.

Students of zoology from nearly all the countries of Europe and from China, Japan, Australia, Brazil, and Guatemala, met in Boston last week. This is the seventh triennial international zoological congress. Sunday the delegates visited the Government biological station at Wood's Hole. On August 26 they gathered in the city of New York for a week's conference.

Four Monarchs in Harmony.

The Berlin correspondent of the *London Observer* says there was an important result of the meeting at Swinemund, Wilhelmshohe and Ischl of the four monarchs, the Czar, Emperor William, King Edward, and Emperor Francis Joseph. These sovereigns decided to co-operate in solving the Macedonian and Balkan difficulties.

Biggest Diamond in the World.

The Legislative Assembly at Pretoria, by a vote of forty-two to nineteen, adopted the proposal of Prime Minister Botha to purchase the Cullinan diamond as a present for King Edward in token of the loyalty of the people of the Transvaal, and in commemoration of the grant of responsible government to the colony. All the labor members supported General Botha.

The Cullinan is the largest diamond known. It was found in the Premier mine in 1905, and was named for the president of the company owning the mine. Its dimensions, uncut, were four and one-half inches long, two and three-quarter inches in depth, and two and one-half inches in breadth. It weighed 3,025½ carats. Its value is estimated at \$750,000. Under the diamond law the Government owns three-fifths of the stone. This will make the price to be paid to the company by the Government, \$300,000.

Martian Canals Photographed.

Prof. David P. Todd, of Amherst, has been in Peru since May 20, when he arrived at the head of the Lowell Astronomical Expedition on his way to the Andes for the observation of Mars. The expedition was very successful. Professor Todd succeeded in getting some photographs of the Martian canals.

Oneidas Will Play "Hiawatha."

Oneida Indians living on a reservation near Utica, N. Y., are preparing an out-of-door rendition of the legend of "Hiawatha." The parts will be taken by Oneidas from the reservation.

Hiawatha's prowess as a hunter, his long journey to the land of the Dakotas, and the winning of Minnehaha will all be reproduced. William Hon-yost Rockwell will select a spot for the stage among the wooded hills of the reservation.

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These are the inducements offered by George L. O. Davidson, who for years has been at work constructing a flying machine.

He now says he is almost ready to start the overland route and act as sky pilot for the bird-like structure he has invented.

His company is capitalized at \$1,000,000 and half of the shares are held by Lord Armstrong of the English engineering firm of Armstrong, Whitworth & Co., of London. Davidson's ship has no balloon and is heavier than air. It is kept up by two horizontal rotary wheels, is steered vertically by a tail which is lowered or raised as the ship descends or rises, and is guided laterally by a beak-like rudder in front, which is turned to the right or left. The rotary wheels lift as they revolve, pushing the ship up.

Wages in Canada.

Consul-General Church Howe, in a report from Montreal, states that the total number of wage-earners, covering all classes of employees in manufacturing establishments, in Canada for the year 1900 was 344,035, and the wages paid amounted to \$113,249,350, while for the year 1905 wage-earners employed numbered 391,487, and the total wages paid amounted to \$164,394,490, the details being:

In five years the number of employees increased by 47,452, the amount of wages by \$51,145,140, and the average wage per employee by \$90.47. Employees increased in the five years by twelve per cent., total wages by forty-five per cent., and average wage by twenty-seven per cent. The value product per employee in the year 1900 was \$1,398, and in 1905 it was \$1,832, being an increase of \$434, or thirty-one per cent. For 1890 the average wage per employee was less than in 1905 by \$128.66, and the average product less by \$477.

The largest number of wage-earners are engaged in log products. They total 54,954, with wages aggregating \$21,028,919. Other big sources of employment are: Boots and shoes 12,940, wages \$4,644,171; bread and biscuits, employees, 8,241; butter and cheese, 5,056; car repairs, 8,957; car works, 7,755; clothing, all kinds, 26,000; cottons, 10,450; electrical apparatus, 4,806; with wages of \$2,489,905; electric light and power 2,418, wages \$1,460,418; fish, 18,449; foundry and machine, 17,928; flour mills, 5,619; furniture making, 8,141; iron and steel products, 5,580; lumber products, 13,336; paper, 4,974; plumbing, 6,807; printing, 9,686, with wages of \$5,540,885.

George Hoey, the Actor, Dead.

George Hoey, the well-known actor, son of the late John Hoey, president of the Adams Express Company, and whose mother was a noted actress, and long identified with Wallack's Theater, New York, died recently at the Kings County Hospital in Brooklyn. His last appearance on the stage was at the Bijou Theater, Fall River, Mass., about four months ago. He was performing in one of his pieces.

Mr. Hoey was born in New York City in 1854, and brought up by his father for a business career. He, however, developed a strong inclination for his mother's profession, and decided to go on the stage. He trained under Dion Bouccicault, and made his first appearance on the stage at the Walnut Street Theater in Philadelphia in 1876. He had been afterward prominent on the stage, and starred all over the country, appearing frequently in his own plays, of which he had twenty-eight to his credit. He performed with Edwin Booth, Lawrence Barrett, Joe Jefferson, Thomas King, and other prominent actors, and was always a favorite with theater-goers.

Secretary Taft Speaks.

Secretary of War Taft delivered a speech at Columbus on August 19, which is considered to be the opening of his campaign for the nomination and election to the presidency in 1908. Mr. Taft declared himself in hearty sympathy with the policies of President Roosevelt, with one or two minor exceptions.

He stated that he "would restrain unlawful trusts with all the efficiency of injunctive process and would punish with all severity of criminal prosecution every attempt on the part of aggregated capital thru the illegal means to suppress competition." He declared himself opposed to Government ownership, and in favor of a revision of the tariff after the next Presidential election, but nothing that would approach free trade.

The Pilgrim Monument.

At Provincetown, Mass., on August 20, President Roosevelt laid the cornerstone of the Pilgrim Monument. The little Cape Cod town was gayer than ever before in its long history. Crowds of people were present from all over New England to pay honor to the place where, it is claimed, the Pilgrim's first set foot on land, and to listen to the President's speech. In the harbor where the *Mayflower* first cast anchor were stationed five large battleships to greet the President, as the modern *Mayflower* brought him to the historic town.

The townsmen raised \$25,000 for the monument. Massachusetts gave \$25,000, and Congress added \$65,000 to the fund. New England towns, where descendants of the Pilgrims are living, sent blocks of granite inscribed with the names of their towns.

In addition to President Roosevelt's address there were speeches by the British Ambassador, Mr. Bryce, Governor Guild, of Massachusetts, Senator Lodge, and Congressman Lovering.

At The Hague.

The Peace Conference, in its plenary session on August 17, reaffirmed the position taken in 1899. Sir Edward Frye, of the British delegation, presented the following resolution, which was unanimously adopted:

"This conference confirms the resolution adopted by the conference of 1899 regarding the limitation of military burdens, and as military burdens have been considerably augmented in almost all countries since 1899 it declares it to be highly desirable to see that the governments earnestly resume the study of this question."

In his speech presenting the resolution, Sir Edward referred to the military expenditures of various nations, and said that the British Government was ready to communicate once a year to those powers inclined to do likewise its projects for the construction of new warships, as well as the expenses implied thereby, believing that this exchange of news would facilitate the exchange of views between the governments concerned regarding the reduction of armaments.

A proposition to prohibit the throwing of explosives from balloons was also approved by twenty-nine yeas to three votes in the negative. There were seven abstentions from voting on this proposition.

Socialist Congress.

The International Socialist Congress met at Stuttgart on August 18. This is the first time the congress has been held in Germany. The delegates numbered 886, of whom Germany furnished 300, and England 130. Among the famous socialist leaders present were: Hyndman, of England; Bebel and Singer, of Germany; Dr. Adler, of Austria; Ferri, of Italy; Jaures and Vaillant, of France; Greulich, of Switzerland; Axelrod and Plechanoff, of Russia.

After the opening session there was a gigantic mass-meeting in the fields at Cronstadt, a suburb of Stuttgart, 10,000 Socialists being present. The meeting was unparalleled in the history of Social Democracy. The dense, orderly crowd swarmed around six red-draped platforms, whence they were addressed by their leaders.

In a never-ending stream came processions of different trade unions and guilds, with bands playing, and with banners bearing inscriptions reading: "Eight hours work, eight hours play, eight hours rest," "Workmen Unite," and "Long live international solidarity."

Salisbury Memorial Tablet.

A tablet has been erected in Salisbury Cathedral in memory of those killed in the terrible accident a year ago, when, by the derailing of the American Line boat train, twenty-eight persons, mostly Americans, lost their lives. At the unveiling of the tablet the American Ambassador, Whitelaw Reid, delivered an address.

The body of the tablet is of light yellow sienna marble, surmounted by an alabaster pediment containing a plain Greek cross. The pediment is upheld by two pilasters. On the right is an angel of white statuary marble, holding in her arms a figure of America. On the left is a similar angel holding a figure of the United Kingdom in her arms. The space is filled with an inscription, as follows:

"This tablet was erected by the citizens of Salisbury as a pledge of brotherly sympathy with the mourners in England, America, and Canada, in memory of those who lost their lives thru the accident on the railway, within this city, in the early morning of Sunday, July 1, 1906, and whose names are here recorded:"

Twenty-eight names follow, and beneath them are the words: "In the midst of life we are in death," and "Of whom may we seek for succor, but of Thee, O Lord?"

President Roosevelt Speaks at Provincetown.

President Roosevelt, in his speech at the laying of the cornerstone of the Pilgrim Monument at Provincetown, reaffirmed and re-emphasized the position taken by the Government in regard to the industrial interests of the country.

"I wish there to be no mistake on this point," said the President. "It is idle to ask me not to prosecute criminals, rich or poor. But I desire no less emphatically to have it understood that we have undertaken, and will undertake, no action of a vindictive type, and above all no action which shall inflict great or unmerited suffering upon the innocent stockholders and upon the public as a whole."

Mr. Roosevelt urged that the nation choose the middle course between extreme individualism with its tendency to license, on the one hand, and the panacea of over-legislation suggested by the Socialists, on the other.

Interest has been expressed by many people as to how the Government would collect the \$29,000,000 fine imposed upon the Standard Oil Company, if the Company's appeal from the decision of Judge Landis is not sustained. The fine was really imposed upon the Standard Oil Company of Indiana, which is controlled by the Standard Oil Company of New Jersey. As the Indiana company has not assets amounting to \$29,000,000 the Government would be forced to sue the parent company. In this case it is thought probable that the New Jersey Company would claim that it was no more liable than other holders of the Indiana Company's stock.

Letters.

The Cost of State Universities.

A statement has been going the rounds of the American press calling forth in various directions editorial comment to the effect that the State governments of our various American States are making extravagant appropriations for the support of the State universities, and instancing as one of the most striking of these cases the University of Illinois, which it is said received from the last Legislature upwards of five millions of dollars.

Such statements are calculated to injure the cause of higher education by begetting a feeling in the mind of the public that the institutions to whose care this great interest is intrusted are unduly extravagant, and are expending large sums for which no return is made.

In order to correct this erroneous impression, I am inclosing to you a statement of the appropriations made by the Legislature of Illinois at its last session, for the support of the University for the coming two years. You will note that the sum total is \$2,207,790. This includes the money for buildings, \$400,000, as well as money for the running expenses. It will be seen that less than a million dollars a year was granted for the running expenses of the University. From this sum should be deducted, moreover, a very large percentage—at least \$300,000, or one-sixth of the whole, which is expended, not for education in the narrow sense, but for the work of experimentation in agriculture and in engineering. This is very necessary work, but it is work which redounds primarily to the benefit of the farmers and the manufacturers of the State thru our increased knowledge of the conditions on which a flourishing agriculture and a flourishing industry may be based, and it ought not to be charged to the account of the educational work of the University. Deducting this \$300,000 from the \$1,800,000, it will be seen that only three-quarters of a million per year was appropriated by the Legislature for the support of the University. This is far less than the amount expended by the great private universities of the country, including Harvard, Yale, Columbia, Princeton, Pennsylvania, Johns Hopkins, Chicago, Northwestern, etc., etc.

While we regret that the sum is so small, we may, as our statesmen say, point with pride to the results which we have to show for the expenditure of this money. I have been intimately associated with the administration of three great universities besides the University of Illinois, namely Pennsylvania, Chicago, and Northwestern. These all offer models of economical and efficient administration, in spite of some current public impressions to the contrary. But no one of them has more to show for the money expended than the University of Illinois. What is true of the University of Illinois is true of the other State universities, so far as I have had the opportunity to look into their affairs. Far from being extravagant and richly provided for, these institutions, without exception, considering the great burdens imposed upon them, are poverty stricken, and their policy has to be one not merely of economy but even of parsimony.

I may say that in addition to the appropriations made by the State Legislature, the University of Illinois received from the Federal Government, for the support of the College of Agriculture and the Mechanic Arts, and the Agricultural Experiment Station, including the interest of the original endowment, about \$80,000 a year, or \$160,000 for the biennium. The income from tuition in all depart-

ments, including the medical school, will be about \$150,000 per year. So that the entire budget of the University for the next two years, including buildings, will be about \$1,300,000 per annum. Surely no one who is acquainted with the demands made by the State upon this institution will think that this sum is even adequate, to say nothing of being excessive or extravagant.

Urbana-Champaign, Ill. EDWARD J. JAMES.
President, University of Illinois.

ABSTRACT OF APPROPRIATIONS MADE FOR THE UNIVERSITY OF ILLINOIS BY THE STATE LEGISLATURE FOR THE BIENNium BEGINNING JULY 1, 1907.

1	Per annum	For the biennium
College of Agriculture.....	\$50,000	\$100,000
Feeding experiments.....	25,000	50,000
Experiments in corn growing.....	15,000	30,000
Examination of soils.....	25,000	50,000
Orchard investigations.....	15,000	30,000
Dairy investigations.....	15,000	30,000
Floriculture investigations.....	7,500	15,000
2		\$305,000
Ordinary operating expenses.....	450,000	900,000
Materials for shop practice.....	5,000	10,000
Increasing cabinets and collections.....	2,000	4,000
Purchase of books, etc., for Library.....	25,000	50,000
Additions to apparatus and appliances.....	3,000	6,000
Fire protection.....	1,500	3,000
Engineering College and Experiment Station.....	75,000	150,000
Buildings and grounds.....	14,345	28,690
State Water Survey.....	6,000	12,000
Draining, etc., on experimental farms.....	5,000	10,000
Department of social and political science.....	25,000	50,000
School of Music.....	3,000	6,000
Agricultural extension.....	6,000	12,000
Law School.....	15,000	30,000
Chemical Laboratory.....	10,000	20,000
School of Pharmacy.....	5,000	10,000
Graduate School.....	50,000	100,000
Veterinary College.....		30,000
School of Household and Domestic Science.....	10,000	20,000
Additional equipment of the water station.....		3,000
Increasing telephone exchange.....		1,500
Enlarging general heating and light-plant.....		35,000
For purchase of farm land.....		11,600
3		\$1,502,790
Physics Laboratory.....		250,000
Natural History Hall.....		150,000
		\$400,000
		\$1,502,790
		400,000
		305,000
Grand total.....		\$2,207,790

THE SCHOOL JOURNAL

A WEEKLY JOURNAL OF EDUCATIONAL PROGRESS

For superintendents, principals, school officials, leading teachers, and all others who desire a complete account of all the great movements in education. Established in 1870, it is in its 37th year. Subscription price, \$2.50 a year. Like other professional journals THE SCHOOL JOURNAL is sent to subscribers until specially ordered to be discontinued and payment is made in full.

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A Class in Esperanto.

By D. O. S. LOWELL, Dorchester, Boston.

Last September I tried the experiment of forming an optional class in Esperanto in the Roxbury Latin School, where I am a teacher. I asked permission of the Headmaster, Dr. William C. Collar, to address the boys of the three upper classes one day after school, when I explained to them the principles of the language, its practicability, and the ease with which it could be learned. I then told them that if as many as *six* should care to study the language, I would give them one lesson a week so long as the interest continued. To my surprise, over thirty boys at once put down their names, as well as four teachers. Applications also began to come in shortly after from members of the three lower classes; but they were not encouraged to attend, merely because we should have had no class-room large enough to contain the club had a general invitation been given, for we soon had more than fifty members.

We began with "Bullen's Lessons," a book costing only twenty-five cents, and a little five-cent work called "The Whole of Esperanto for a Penny." In place of the latter some economized and bought a "Key" for two cents, which contained all the Esperanto words in ordinary use, and served them as a dictionary. I bought all the copies of Bullen I could find in Boston and New York, and then sent to London for more.

The interest in our club proved greater than I had expected, for we were obliged to hold our meeting immediately at the close of the regular session, and schoolboys are proverbially eager to be dismissed. But when the last bell rang on Monday—the day for our Esperanto class—

The playful children, just let loose from school did not materialize as formerly; instead of that the three classes amalgamated into something more resembling

The noisy geese that gabbled o'er the pool.

The fact that Esperanto was studied at Roxbury Latin soon attracted many visitors. Some were Esperantists, who came to encourage and aid us; others were visitors who came to see how recitations were conducted. The Boston *Herald* asked permission to photograph our club, and printed a special article. This article was widely copied in both the Esperantist and the non-Esperantist press. I have even seen mention of it in a Japanese journal, where the words "Boston Sunday Herald" appearing in the midst of unreadable Oriental characters looked like a submarine boat coming up for air. As a consequence of the article mentioned, our club was requested by the editor of *Tra la Mondo* (*Thru the World*) to furnish a copy of its photograph to be published in France. The copy was duly sent, and one day, a few weeks later, a postal card came addressed: "Al La Klubo Esperantista de Roxbury Latin School," from Falun, Sweden. It read as follows:

FALUN SVEDUJO, 3-III-'07.

KARAJ SAMIDEANOJ:

Hodiaŭ ricevinte la Febr. kajeron de *Tra la Mondo*, enhavante portreton de nia klubo, kies vicprezidanto mi estas, kaj de la via, mi proponas korespondadon inter mi kaj unu ano de via klubo. Certu baldaŭ ricevi respondon, mi plej samideane restas.

Via sincera

(Signed) FREDERIK SKOG.

The translation of the above is a very simple matter, viz.:

DEAR FELLOW-THINKERS:

To-day having received the February number of *Tra la Mondo*, containing the picture of our club, whose vice-president I am, and of yours, I propose a correspondence between me and one member of your club. Certain soon to

receive a reply, I most cordially ("like a fellow-thinker") remain
Your sincere

FREDERIK SKOG.

On the other side of the card was a photograph of a fine looking group of Swedes, one of whom was marked *Jen mi mem!* (Behold, I myself). Below the group were the words:

Junaj svedaj Esperantistoj sendas plej korajn salutojn al siaj samideanaj Amerikaj fratoj en Boston.

Young Swedish Esperantists send most hearty greetings to their sympathetic American brethren in Boston.

We did not gather the full significance of this postal card until a day or two later, when copies of *Tra la Mondo* reached us, and we saw in an illustrated article the photograph of our club placed alongside of that of the group from Falun College.

One of our boys at once wrote a two-page letter to Sinjoro (Mr.) Skog, and about three weeks later he received a reply covering six closely written pages in excellent Esperanto. As our member knew no Swedish, and as S-ro Skog (who was only sixteen) gave no evidence of knowing any English, it seems probable that without some simple medium like Esperanto it would have been impossible for them to communicate readily without a long period of study.

Not many days later, another message came. This time it was a postal card from Kiev, in far-off Little Russia, written by one Josif Pekelis, who gave us a world of trouble by writing the name of his street (Aroslavskaya) in Russian script instead of Esperanto letters. He had heard of us thru his friend Skog; the Swede had written to the Russian and the Russian had written to the Yankees, and the only things that were not intelligible were some of the printed words in Russian characters.

Several members of our club are corresponding in Esperanto with *samideanoj* from France. There is a lively demand for the addresses of others, and during the coming vacation it seems likely that the correspondence will increase.

After our class finished "Bullen's Lessons" we imported a supply of a Christmas story translated into Esperanto from the Dutch of Fritz Reuter: "What May Happen if One Makes an Unexpected Gift," (*Kio Povas Okazi se Oni Donacas Surprize*). It is rather difficult Esperanto, and needs to be read with a teacher; but it has the advantage of being low in price (thirty to forty cents), and is finely illustrated. We are now (May 20) just finishing the book.

Our class has met every week without exception, and tho our numbers have grown smaller as the spring came slowly up this way, there are several who find it easy to understand Esperanto when it is spoken. All of those who have attended the lessons regularly can do much more at reading and writing than they could possibly have done in any other language, ancient or modern, with so little study. No lessons have been assigned outside, and as a rule all the study has been done in the thirty to forty minutes weekly which we have devoted to the recitation.

Our reading table has been well supplied with Esperanto journals from various lands; among these we may mention the United States (two journals), Brazil, England, France, Spain, Germany, Switzerland, Bohemia, Hungary, Italy, Poland, Russia, and Japan. We have found many interesting items about things in general as well as concerning the astonishing spread of Esperanto, as we have perused these many-tongued journals from far-off lands; all made comprehensible by one simple and delightful language.

The School and the Library.

By State SUPT. J. W. OLSEN, of Minnesota.,

Time was when the public school was concerned chiefly with the mechanics of reading; to-day the teacher may pass from the irksomeness of the *how* to the enjoyment of the *what*. The work of the school should project itself into that of the library. Hitherto school and public library have each, with show of justice, taxed the other with indifference and coldness. Since, however, the necessity for combination of forces in the interests of the child has made itself more and more apparent, the need of mutual understanding becomes daily more obvious. We need teachers who are book lovers, and librarians who are child lovers.

We cannot expect teachers to be technically expert librarians, but, besides a good general knowledge of books, they should have some general knowledge of library methods—sufficient, at least, to make the catalog less an unknown quantity to both themselves and the children. And connected with every public library should be a well-paid librarian, who understands child-nature and its needs.

In rural communities, where conditions are so different from those in cities, it is especially necessary that the teacher, who is also the librarian, should know how and when to order books, as well as what books to order. Recognizing the need of some technical knowledge in this regard on the part of our teachers, some normal schools already are giving general library courses, and the time has come for making this a feature of the pedagogical work in our teachers' training schools and institutes, that teachers may thoroly acquaint themselves with the library laws of their State, may know how to select a well-balanced library for school and village, how to catalog it, and how to keep a simple system of records. A simple public document course should also be given them, that they may know how to get at slight, or no, cost the valuable material which the State and Federal Governments have for distribution with a view to promoting better methods in agriculture, forestry, and horticulture. A general knowledge of the subject in its various phases should be made one of the requirements for the receiving of a teacher's certificate.

How far the school library itself should be prepared to meet every phase of growing childhood and youth is one of the problems of education. It would seem, however, that the interests of the primary department and lower grades should be well covered by the book shelves intended for their use, and that for the upper grades and the high school the library should consist mainly of standard authors, reference books (especially geographical, historical, and biographical), books representative of the best in modern fiction, and such works as may be called for by the pupils' general or special studies in class-room, laboratory, or workshop. Such a library would be sufficiently catholic to permit of individual choice, as well as general help, and at the same time would be so restricted as to force the eager inquirer out to the public library in his thirst for *more*.

Our States, many of them, have made the most liberal provision for public schools, but have quite evaded, or have been blind to the fact that the public library is a part of public education, dovetailing with public schooling. That Mr. Carnegie has been widely and impartially generous in his assistance and proffers of assistance, that local committees have accepted and supplemented his aid, does not absolve the State from library respon-

sibility. A people, to enjoy all the rights and benefits of ownership, must have earned and paid for what it gets.

There are those still living who see America's free school in States that in their childhood had no free school unstigmatized as a charity institution—the while their fathers were rate-paying according to the number of their children. Since the State's assumption of public educational control, the system, by becoming what it now is, the best in the world, has gradually proved not only its right to an existence, but the value of central authority emanating direct from the people. If, then, the library is—as educators, philanthropists, and other public-spirited men of the day hold—one of the greatest of our educational forces, if it is truly a university of the people, should not it have a chance to flourish under the same fostering care as the public school? In its present dependency upon sporadic endowment by private philanthropy or municipal pride, its benefits reach the individual as a charity, a gift, a privilege (however we may gild the pill), not as his right—his right as a freeborn American to lay hold upon its utilities and wrest them to his purpose of making for himself a livelihood and a *life*, at the same time that he is increasing his value in the citizenship of his country, his helpfulness in the brotherhood of the world.

One of the arguments used against State control of the library is that the influence of such paternalism would be debilitating. This might be the case were the State to purchase a number of libraries outright, and merely throw them open to the people. But that is not the very successful course it has pursued with regard to its public schools—its policy has been rather to reward well-directed effort by offering further opportunity for increase of effort on the part of those it seeks to assist.

In my own Minnesota the establishment and continued support of public school libraries has been by no means neglected. The State meets the district half way, aiding to the extent of twenty dollars on its first order for each schoolhouse, and ten dollars annually on subsequent orders, provided the district itself raises an equal amount. For last year there was a total expenditure of over \$70,000 by public schools for books appearing on the approved list of the Public School Library Board, including State aid of about \$20,000. This outlay represented the purchase of 105,000 volumes by over 3,000 districts. The reports of the county superintendents for the year showed that out of the 7,676 school districts in the State, 5,586 had libraries with a content of 795,000 volumes.

The work of the public library among us has been strongly reinforced by that of the State Library Commission, which, in addition to sending out its secretary wherever a new library is to be organized or local sentiment is to be created or stimulated in favor of establishment, has under its control a system of free traveling libraries. These, in wisely assorted groups, are sent to districts, upon requisition and proper guarantee, for a period of six months; and their influence is most satisfactorily evidenced by the increasing demand for more of the non-fiction literature. Under a law passed in 1905, library boards are authorized

"to make contracts with boards of county commissioners in their own or adjacent counties * * * * to loan books of said library, either singly or in traveling libraries, to the residents * * * * upon such terms as shall be agreed upon in such contract."

Thinking that the smaller unit can better provide

for its own patrons, three of our counties are following one of the two distinct plans authorized by this law, that of county extension, and are now supplying their entire area from their central library. A third county, while it has no traveling libraries of its own, has thrown wide its doors to all county residents.

Besides these means of public education, seventy-four per cent. of our districts are furnishing text books on the free plan; and thirteen years of experience has sufficed to convince us that this method is decidedly better than that of private purchase, one conspicuous advantage lying in the more adequate equipment of collateral and supplementary reading. Especially in rural communities, this system leads direct to the upbuilding of a school library. It is a most helpful ally of those interested in the library movement.

But we do not expect to stop here. We hope that even in the most isolated rural district where the small school library finds a humble home, and the traveling library pitches its tent for a season, these are but the pioneers, the precursors of a better day not far off. In some of the sparsely settled communities unable to support a church with a regularly ordained minister, it has been the custom of the people to assemble at intervals at the school-house on the hill to hear the gospel from the lips of an itinerant priest; but presently, when the country round about has settled, there springs up the small, white meeting-house, truly "of the people, by the people, for the people." They have come into their own. So shall it be with the library—"first the blade, then the ear, then the full corn in the ear."

Someone has wisely said, "No community is so poor that it can afford not to tax itself for public school education;" and no community certainly is so poor that it can afford not to tax itself to provide for its people a university of the best books—a legacy to us from the most inspiring men and women of all time. Let the State, by appropriation, meet any community half way in the establishment and maintenance of a public library, and it will be found that this encouragement not only does not repress, but that it actually stimulates, private philanthropy and local spirit to fresh exertion. By having the authority vested in a State public library commission that would have the power to refuse aid in the acquisition of any but the best books, the most skilful manipulations of the most artful book agent with the most plausible story and the most hypnotic eye, even when brought to bear upon the most sensitive subject, would be completely frustrated. In his own picturesque language, he would "see his finish."

During the first three quarters of the last century, library development was slow in purpose, method, and expenditure, but since 1875 the growth has been marvelous. In 1800 there were in the United States but sixty-four libraries for public use, while in the last year of the nineteenth century there were over ten thousand with a total content of forty million volumes—and half of the libraries then in existence owned over one thousand volumes each. With State encouragement become general, will come still greater life. So far it is the cities mainly that have been the objects of the book-loving philanthropists' interest. "To him that hath shall be given." It is in them that are daily springing up beautiful library buildings, educative in themselves, to say nothing of their contents.

And on the city, with its population, wealth and facilities, its wider opportunities for improvement and culture will naturally devolve the responsibility of hastening the new order of things. The remotest districts of the country have contributed their best to her upbuilding. What is to be her

return? Only by sending out her best to the most isolated community can the debt, interest, and principal, be paid. State superintendents, normal school and college presidents, and others vitally interested in humanity, have here a field of service limited only by their willingness and ability to serve. You and I must carry the campaign from desk to Legislature, from district to district, until the consolidated school, representing increase of numbers, wealth, and interest, can generate the energy and intelligence that will meet the newer demands of complex modern life by providing for its patrons concert and lecture, literary club, and library. The State needs new Horace Manns to awaken the public to an appreciation of the needs and possibilities of twentieth century culture.

The Simple Way to Health.

By H. M. WALKER, in *Opportunity*.

Scandinavia and Sweden and Denmark can teach us many things about the care and development of the human body—things that we of America never dreamed of. They can show us how to develop a physique splendid in its strength and symmetry, and fully equipped intellectually. Citizens of these countries who come to the United States may appear awkward and unsophisticated to us, but the early training that is given them in school and university life gives them an intelligent, sound conception of real things that would surprise the average young man and young woman of this country if they but knew its scope and thoroughness.

Just now we are preaching honesty at each other. In every phase of American business-life the slogan of the "square deal" is sounded. Honesty, honesty, honesty, is the cry all down the line. But we haven't yet reached the plane of that touchstone of sincerity—the Scandinavian and his cousin. We like to think we are democratic, in this land of the free and home of the brave, but our democracy is crude indeed, compared to the democracy of those home spun peoples.

The government of Scandinavia looks as much after the muscles of its citizens as to their pockets and their trade. Every school child in the kingdom must learn to swim; every man, woman, and child is under bond to patronize the gymnasium.

In America, our medical men do not pretend to do more than fight down disease. They combat one disease with another; whereas in Scandinavia health means something more than keeping out of bed. It stands for that splendid vigor and soundness of body and mind that contribute so much to the physical well-being of the nation.

Gymnastic exercise is a religion with the Swedes. And, from the criminal condemned to die, to the ruler of the nation, all are induced to partake daily of it, under the supervision of a duly graduated teacher from the Royal Institute.

The rugged children of Sweden do not know what sickness is. In agility, poise, and grace, and in physical stamina, they are away ahead of our school children. In America we just let the bodies of our school children grow; in Scandinavia the government begins early in life to build the bodies of its little fellows. And they do not stop there. When the body is built, they keep up the system of exercises in the public gymnasiums, which are thickly scattered in every direction. The movement cure and massage take the place of drugs. Nostrums are never restored to, and are never needed. Medical gymnastics for the sick, and heavier exercises for the well, combine to make and keep the people in vigorous health.

In Scandinavia the doctor is paid according to one's ability to pay. Every man is supposed to

contribute what he can each year. Some give as much as \$125 a year, others twenty-five dollars, but the great majority contribute smaller amounts or nothing at all. There are no doctor bills in those little countries. But everybody must have a doctor, and he must be a good one. It takes eleven years for a man to get his diploma as a doctor in Sweden. The beauty of this system of making every doctor a good one, and making it customary for every family to have medical attention, is that no one will neglect the small ailments to save expense. Every family is required to pay something toward the doctor's yearly stipend, whether he is called in his professional capacity or not.

The school children of these countries are carried free by the State to mountain fastnesses, where, for two months each year, they are trained in pastoral pursuits and games by experts supplied by the government. Rich and poor are treated alike. Sometimes as many as 1,500 children are carried away in one party to enjoy this prolonged outing together.

It is nothing against you to be poor in Scandinavia, but they put you in jail if you are lazy. Every person is given a chance to earn a living there—the maimed, the halt, the blind—and every person must earn a living. These sturdy people discovered long ago what we are just beginning to learn—that the best way to help a man is to enable him to help himself. The opportunity is given to every person to do something, and if he won't work out of jail, the State puts him where he must work in jail under surveillance.

But the purpose of this article is not to recount the superiority of the honest democracy of Scandinavia over our own. It is written to show wherein lies the secret of the superb manhood of these simple people.

Superb health is their fetish. They see God in the perfection of their bodies, and they reach this perfection by the simplest way—the way of Nature.

Conditions for Greater Efficiency in School Work.

[Extracts from a remarkable address by A. S. Lindemann, the retiring president of the Milwaukee Board of Education.]

Let it be taken for granted that good, suitable buildings will be provided for the schools. The new ward schools, with their auditoriums or assembly halls on the ground floor, and other innovations, will serve as model school buildings of a new type. In the plans every advantage was taken for local library and community work.

The keystone of success in the schools is, of course, the teaching corps. What our schools, in common with all other schools, most need is, in the first place, a greater proportion of teachers and principals of the highest skill and true teaching spirit; and, in the second place, a smaller number of pupils in the classes. Higher standards of proficiency in the teaching profession should be established, and this should not be based on mere scholarship, but should include real teaching ability. The proficient school teacher is as rare as the expert in business and in the professions.

It is a defect in our national life that the teacher does not receive more adequate recognition from the community. The very fact that the college or university professor is better provided for in salary and in tenure of office, and is accorded a higher social standing, only emphasizes this lack of recognition as far as teachers in general are concerned. If the children are to be trained to greater accuracy of knowledge, and are to become more proficient in applying their knowledge, they must have the best teachers. Increasing the number of this class will necessitate the planning of more liberal salary schedules. Increasing the size of classes will require additional appropriations for school purposes.

EQUAL PAY FOR EQUAL WORK.

The salary schedule passed by this board is the most equitable arrangement that has so far been applied in the Milwaukee school system. It is based on the only fair proposition of equal pay for equal work. It is also based on the proper educational principle that small children shall and must have the benefit of the experienced and successful teacher. Primary grades should not be the experimental stations for apprentice teachers. It is a great pedagogical sin to let the child begin under the guidance of inexperienced teachers, and thus, instead of acquiring the right habits of study at

the beginning, they get into careless ways which are hard to eradicate. Much time is thus lost with the child, and oftentimes his love for good, thorough study, is destroyed.

MORAL AND ETHICAL TRAINING.

The moral and ethical training of the young has ever been considered a most important part of their education.

Every school-room in which a teacher of right character and motives holds sway, is a school where pupils receive opportune instruction in morals and ethics. There may be no formal set of lessons outlined, and no fixed period for that instruction; the best lessons—those most effective—are those which spring forth out of the opportunity of the hour and are winged and pointed by the need and the illustration of the moment. Even if a series of carefully arranged lessons in these subjects, satisfactory to all beliefs, should be some time adopted for use in the schools—a situation which does not seem at all unlikely of realization—yet the lessons that sink deepest will ever be the lessons taught as the occasion arises—giving the concrete application of the moral or ethical principle involved.

PROMOTING HEALTH.

One of the principal requirements to make the school-work of the child efficient and to protect the child's health and make him effective in later life is such a course as will promote his health and development, and protect him from unwholesome and dangerous conditions. We have always done valuable work in the schools to promote the physical welfare of the children by carrying on physical instruction. Such work in large school systems like ours can be made a real vital force only through proper supervision by an expert physical instructor. For the first time in many years this board has again employed a supervisor of physical training, a man of national reputation. We shall thus get full value for the time spent by teachers and pupils in learning correct carriage of the body and in development of the right physical habits to make sound bodies.

MEDICAL SUPERVISION.

Medical supervision as a branch of school administration is certain of adoption by the progressive

school systems in this country. The advances in medical science in recent years have made it possible to put the school's physician's work on a thoroughly practical basis. In the report of Dr. Cronin, in charge of medical inspection in the New York City schools, we find much information of a most convincing character. It was found that physical defects more or less serious existed in nearly sixty per cent. of the school children in that city. The most of these cases were of such nature as would have yielded to proper treatment. It was shown that many backward, mentally deficient (apparently), and truant children can be vastly improved by early recognition of the physical deformities which cause their mental or moral defects. Appropriate treatment, if applied early enough, according to these investigations, save these children, in most cases, from illiteracy, from the drudgery of low grade work, and, in some cases, from criminal careers.

HIGH SCHOOLS.

The high schools should be made what Dr. G. Stanley Hall, and other leading educators want our high schools to be, namely, the people's college. For decades the curriculum of our secondary schools has been mainly designed as a preparation to the colleges and universities. Yet over ninety per cent. of the boys and girls who attend these schools go directly into life.

This subservience of the secondary schools to the universities must be broken up and the schools made more independent educational factors. High school men desire to have their schools accredited at the leading universities so that the pupils may enter without passing examinations. The specialists at some of the higher schools absolutely dictate in some of the branches of study for secondary schools. Extreme results are brought about, especially in elementary mathematics.

It is of interest to know that within the State of Wisconsin there are nearly 40,000 students who subscribe to and attempt to pursue such correspondence courses in mathematics and science work.

From time to time our instruction in English is questioned by business men. Do we instruct our students to express their ideas in plain English? Can they write simple letters in plain, forceful language?

For some time we have maintained commercial courses in the high schools which have been only moderately successful. How could it be otherwise, when up to a year ago we did not employ especially prepared commercial teachers except for shorthand, but carried on the work of instruction by the regular academic instructors.

GREAT CHANGES IN CONDITIONS.

When we stop to consider the conditions surrounding modern family life and modern business life in all its complexity, conditions changing in more rapid evolution than ever before in the world's history, we are at once driven to the conclusion that the training and education of the young men and women of to-day has become an exceedingly difficult and complex problem. Is it not a fair statement that the school men and those interested with them in school work have accomplished much in readjusting the schools of to-day to the needs of the present time?

The plain, simple school plan of the past would not serve us satisfactorily in the present. The youth of those days received much more valuable and earnest assistance in many ways from his surroundings, after he had left the school, than he does in our day. The counting-house provided, perhaps, unconsciously, but nevertheless it made provision

for the systematic training of the beginner thru the various positions. Counting-houses in the past were presided over by a partner of the firm or a trusted employe whose special business it was to train the apprentice help. In this scheme it followed the methods of the workshop, which, as we all know, consciously provided for an apprentice system. Even the workshops to-day have partly lost their way, and do not give their apprentices this attention as of old. We find that in the industries we are retracing our steps and are supporting this movement by the inauguration of trade schools as an aid to readjust the systematic training of the boy to his need of learning the mechanic arts.

DIRECT PREPARATION FOR BUSINESS.

For the welfare of those students who will enter business life, and they constitute by far the greater part of the high school population, we should strive to form closer alliances between such schools and the business institutions to which these pupils will go. A valuable plan has been inaugurated in a commercial high school in one of our large eastern cities. A special committee of twenty-five representative business men visit the school and give occasional addresses to the students. I would suggest that such an auxiliary committee might be appointed from the members of the various Milwaukee business associations.

TRADE SCHOOLS.

A genuine debt of gratitude is due to the public-spirited manufacturers who, under the leadership of Fred W. Sivyver, have organized and maintained the remarkably successful Milwaukee School of Trades. Thruout the nation to-day the necessity for providing more efficient forms of instruction of the youth in the mechanic arts and trades is generally felt. Our school has attracted considerable attention and has been visited by many mechanical and educational experts who have closely and critically examined its work. The concensus of opinion has been highly complimentary upon the results obtained. Under the act of legislature this board was authorized to take over and maintain under its own authority the first public trade school in America, which it has done. An advisory board, consisting of five practical men connected with industrial life, will have more immediate charge of the school and its work.

SCHOOL FOR THE BLIND.

The board is to be congratulated on its success in having a class for the instruction of the blind established. The Legislature has acceded to our request for State aid for the education of these unfortunates, so that they may receive proper training at home without being obliged to be sent to a State institution located at a distance and thus necessitating separation from their parents. We are now in a position to provide adequate instruction for the children of defective vision of our city.

ADMINISTRATION BUILDING.

For reasons given in the address of the previous year, an administration building would prove very advantageous to the school system, and I strongly renew the recommendation for such a building. The offices of the Board of School Directors, superintendent of schools, secretary, superintendent of buildings, truancy, building and supply departments should all be located in one centrally situated building, which should be of sufficient size so as to provide hall accommodations and rooms for teachers' meetings, teachers' library, and the organizations auxiliary to the conduct of the schools. It would prove a great convenience and be wise economy to carry out this much desired project.

MRS. CROSBY'S WORK.

Many years ago Mrs. Fannie J. Crosby saw that too many girls in our American social system were growing up without the knowledge of those housewifely arts upon which the welfare and comfort of the home so largely depends. She became convinced that the public schools should teach to the girls who attend them at least the art of cookery, which influences so largely, thru wholesome or unwholesome food, the health and welfare of the household. In the face of opposition and discouragement Mrs. Crosby persevered until she had the satisfaction of seeing her recommendations adopted and the teaching of cookery established as a part of the course of instruction in the public schools. At the time of her death, every girl in the seventh and eighth grades of the Milwaukee public schools was receiving weekly a lesson in cookery from a well-trained teacher in a kitchen well, tho simply, equipped.

WHAT OTHER WOMEN HAVE DONE FOR THE SCHOOLS.

To women animated by the spirit which marked the public service of Mrs. Crosby, the children of the public schools of Milwaukee owe much. The vacation schools, which are now successfully conducted by this board, were established and conducted by the women of the city until it had been shown that they supplied a felt want and that the want could in this way be successfully met. The establishment of manual training in the schools owes much to the Milwaukee Manual Training Association, many of whose most active and efficient members

were found among the women of the city. The advanced position which the schools of Milwaukee occupy in this department of the school course is largely due to their faith and their work.

The Outdoor Art Association has done much to improve the condition of the school grounds of the city and to beautify the surroundings of the school houses. To them is due also the movement for playgrounds in the parks and in those parts of the city where they are most needed because children have no place to play.

To the Children's Betterment League also the schools owe a debt of gratitude for the service its members have rendered in turning attention to the care of unfortunate and neglected children, and for the aid which they have rendered in securing the enactment of more effective school attendance laws.

Not least among the debts which the children of Milwaukee owe to the women's organizations of the city, they owe to the Woman's School Alliance, which has concerned itself in ministering to the physical condition of many unfortunate children. Many little ones have been able to go to school comfortably clothed and shod who, but for the School Alliance, might have been compelled to remain at home for lack of necessary clothing.

The penny lunch system established and conducted by this organization is one of the best managed enterprises of this kind which has been organized in any city, in this country or abroad. Hundreds of children are every year supplied by means of these lunches with wholesome food that they sorely need.

The Free Text-Book System in St. Louis.

By SUPT. F. LOUIS SOLDAN.

[REPORT.]

A system of free text-books requires careful and economic management because of the large amount of public money that is invested and the difficulty of exercising the proper control and care over a library of two hundred thousand volumes of text-books, such as readers, arithmetics, geographies, etc., which are scattered not only over fifteen hundred school-rooms, but over the eighty thousand homes to which the free books are carried by the children who use them.

The regulations adopted by the Board of Education for the supply and care of books and stationery are as follows:

Sec. I. Principals shall secure, by requisition, from the Supply Department all books and supplies required by the pupils under his charge, and shall issue the same upon the requisitions of the teachers having charge of the rooms in which the books and supplies are needed, keeping an account of that which he has furnished to each room in his school.

Sec. II. At the discretion of the principal, pupils in the five higher grades and in the High Schools may take their text-books home for study.

Sec. III. Supplies, such as paper, paper blocks, pencils, paints, erasers, drawing material, and kindergarten supplies are furnished for school use only. Supplies needed for home use must be purchased by the pupils at the stores. In the High Schools those supplies only are furnished that can be used in school exclusively.

Sec. IV. Principals and teachers shall not sell books or supplies of any kind to pupils.

Sec. V. Principals shall withdraw from use all books that are worn out or unsuitable for further use. They shall notify the Supply Commissioner of such withdrawal. Such books shall be collected by the Supply Commissioner, who shall credit the account of the principal therefor.

Sec. IV. It is the duty of principals and teachers to exercise the most careful supervision over text-books, reference books, and supplementary reading books furnished by the Board, and to secure their preservation by all proper means. They shall use proper economy in the furnishing and handling of supplies for the work of the school-room.

Sec. VII. Each principal shall keep a stock book showing the number of text-books of each kind and the supplies received by him, and what he has on hand. Such stock book must show the stock under each of the following heads: Kindergarten Materials, Supplies for the children, Text-Books, Supplies for the use of teachers, Reference Books and Supplementary reading.

Sec. VIII. At the close of each half-year the principal shall return a detailed inventory showing the stock on hand and accounting for the supplies he has received and distributed for consumption.

Sec. IX. Principals shall hold their accounts of books and supplies with the stock of the same on hand subject to the inspection of the Auditor of the Board at any time.

Sec. X. Pupils who are required to pay for text-books or supplies destroyed by them (Rule 39, Sec. IV.), shall make such payment to the Secretary of the Board. The receipt for such payment shall show the school to which the book or supplies have been charged and shall be delivered to the Supply Commissioner by the person making payment. At the next regular delivery of books to that school a copy of the book, or supplies, thus paid for shall be delivered without further order. Principals shall not accept payment for books or supplies destroyed. He may, however, transmit the payment so made, in cases where it is impracticable for the pupil or his parents to do so.

THE CARE OF TEXT-BOOKS.

Text-books are furnished to the schools on written requisition of the principal. A permanent record

of each transaction is kept by the principal as well as by the Supply Department.

The principal keeps a record book in which he charges the teacher for whose room they have been ordered, and each teacher in turn keeps a record of the books she has received. In order to establish a clear responsibility for the number and condition of the text-books issued, they remain in the room to which they have been furnished, and when children are promoted to a higher room they do not take their text-books with them, but leave them in the room to which they have been charged.

In this way the Board has the means of judging the care and economy with which each teacher handles the free text-books which have been furnished to her room.

Before any book leaves the Supply Office it is stamped on the title page and page 25 with the words, "Property of the Board of Education." Stout wrapping-paper for book covers is supplied to the teachers and no book is issued to a pupil before it is so protected.

For the purpose of preserving the text-books as long as possible at the least expense, the Board of Education maintains and operates a book bindery, where damaged books are repaired and rebound. This bindery is now located in the old Clay School, Eleventh and Farrar Streets, which can no longer be used for ordinary school purposes.

The Board formerly advertised annually and awarded a contract for the rebinding of books. By the present method, however, the work is done in a more economical and satisfactory manner.

Seven bookbinders are employed to this end; four at a salary of \$22.50 per month each; two at a salary of \$27.50 per month each, and one at \$40 per month. Until the middle of the year 1905-6 the bookbinders went from school to school to make such light repairs as were necessary. At this time so many books had accumulated at the warehouse of the Board, where the books were formerly rebound, that the binders were withdrawn from the school, and all the work of repairing books is now done at the bindery.

Wherever contagious disease develops in the house of a child who has books belonging to the Board in its possession, the principal is authorized to burn all such books as may convey the contagion and report such action to the Superintendent.

EDUCATIONAL SUPPLIES.

The educational supplies, such as pens, pen-points, pencils, crayons, erasers, paper, ink, etc., are contracted for by the Board every year in May or June. After conference with the Superintendent of Instruction, the Supply Commissioner prepares lists and samples of the articles wanted, and advertises for bids. The bids are opened by a committee of the Board and tabulated by the Supply Commissioner. Immediately afterwards, the samples offered by bidders are tested by committees of teachers and experts under the direction of the Superintendent. This makes the teachers who have to use the material, the judges of its quality. The composition of the committees of teachers and experts is not known until the day when the materials and supplies are tested, so that the judgment of the experts may not be influenced by representations of the commercial agents. After receiving the experts' report, the Superintendent makes his recommendation to the Board, which is thus based on the unbiased judgment of the committees of principals, teachers, and other experts.

The following regulations which were agreed upon by the Supply Commissioner and the Superintendent of Instruction are observed by the committees of experts in testing and selecting the educational supplies at the yearly letting:

REGULATIONS FOR COMMITTEES OF PRINCIPALS AND TEACHERS THAT ARE TO TEST THE SUPPLIES.

ORDER OF PROCEDURE.

(a) Chairmanship of Committees.

First: The Committee should organize; the teacher whose name is first in the list of the Committee to act as chairman of the same.

(b) Test Samples Independent of Price.

Second: Obtain the samples appertaining to the supplies assigned to the Committee from the Supply Commissioner, making a record of each sample received.

Third: Test each sample on its merits, keeping a record of the results of such test. Where the Board submits a sample to the bidders, either the cheapest bidder on the sample should receive the award, or all the bids should be rejected. No award should be made in such case except to the lowest bidder. If the lowest bid is not satisfactory, all bids should be rejected.

Fourth: Select the best sample offered and designate also the second best.

(c) Ascertain Prices of Samples Selected.

Fifth: After the best samples have been selected and the choice recorded in writing, obtain the price of the goods offered from the Supply Commissioner, and see whether the difference in price between the samples selected and other samples next in quality is sufficiently great to change the selection spoken of in the fourth paragraph, in favor of any article, which, while slightly inferior to the best offered, is serviceable and much cheaper in price.

(d) Report of Committees.

Sixth: The Chairman of each Committee should write a report of each kind of article or group of supplies assigned to the Committee, stating which is recommended as best, and which is second best, considering both quality and price.

(e) Record of Tests.

Seventh: Keep a record of all the tests made, and leave it, together with the preliminary report of selection regardless of price, mentioned in the sixth paragraph, with the Assistant Superintendents in charge.

(f) Return Samples to Commissioner.

Eighth: Return all the samples properly wrapped and labeled to the Supply Commissioner, with the request to keep these samples until the Board has decided the award of supplies. No sample should be destroyed or distributed.

(g) Caution Concerning Agents.

Ninth: The members of the various committees are requested not to talk to agents or outsiders about the recommendations which they are to make.

(h) Report to Superintendent.

Tenth: The Assistant Superintendents in charge will kindly forward the result of the Committees' investigations and tests to the Superintendent on the day following the meeting of the committees.

(i) Detaching Trade-Marks From Samples.

Eleventh: Before any sample is submitted to the committees, the Supply Commissioner should be requested to detach from the samples the trade-marks, names, and labels, which show the manufacturer or person offering any sample for competition, so that the opinions of the experts in the various committees shall clearly and exclusively be based on the merits of the articles, without any knowledge of who offers the sample in question. For this purpose, each sample should be marked with a number by the Supply Commissioner after the firm name has been removed.

The satisfactions which women most need to earn, which they most hope to earn, are the satisfactions that come from domestic life—from the joys, hopes, anxieties, fears, and blessings of the home. Homemaking is the intellectual life of a woman in her normal state, and many a woman who has never married secures the greater part of these most durable satisfactions. The race depends upon these durable satisfactions for women, and, altho we see in recent times a very great development of other occupations for women—a fortunate development, too—in almost all cases such things prove to be temporary, or, if pursued in older life, have become only a path to the sources of higher satisfactions.—PRES. CHARLES W. ELIOT, of Harvard University.

Hood's Sarsaparilla builds up a broken down system. It begins its work right, that is, on the blood.

How to Train a Taste for Literature.*

By G. McCROBEN.

Nowadays so many books are written and published, and are so easy of access, that the charge is preferred against this generation that they *read* too much and *think* too little. That may be so, and at any rate it is important that they should be trained to distinguish between the good and the bad in their reading, so that it will be a help to them and not a hindrance. Many girls and women content themselves with a restricted reading consisting entirely of novels; and we do not want our girls to be satisfied with this. Some novels are to be avoided, because they are harmful in tone; some are merely silly and give wrong ideas of life; but others are true to life and give high ideals of character and action to those who would never read an ethical treatise on those same ideals. Such novels should form a part of a girl's reading, but not the whole, and taste should be guided in making the choice. Those who look upon Hall Caine as a literary leader or who set their standard of taste by Marie Corelli, tempt one to exclaim with Sir Anthony Absolute:—"A circulating library in a town is an evergreen tree of diabolical knowledge," and to doubt whether Mr. Carnegie's philanthropy may not be misplaced.

To come then to the practical question of how to create in children a love of the best kind of reading. The first axiom to lay down is that we cannot begin too young, and that it is impossible to overestimate the strength of early impressions. Looking back upon the days of our own childhood, we see how strong were the likes and dislikes and habits formed in those early days. Books which were our friends then remain our friends and are beyond the pale of criticism. So that the training really begins with the fairy stories of the nursery. Children live in a world of imagination; and we want to keep this imagination vivid and fresh, and prevent the "shades of the prison-house" from closing upon them. To children there is nothing unreal or impossible in the presence of fairies, dwarfs, and giants in their stories, and so the old fairy stories, which have appealed to generation after generation of children, cannot be improved upon. There are many new kinds of fairies and impossible beings, such as "Golliwogs," nowadays, but they are only passing fashions, and the old ones remain the best.

In that delightful essay on "Child's Play," by R. L. Stevenson, he tells how children live in a world of their own creation, peopling it with creatures of the imagination. He says, "Even a meal is felt as an interruption of the business of life: and they must find some imaginative sanction, and tell themselves some sort of story to account for, to color, to render entertaining the simple processes of eating and drinking. When my cousin and I took our porridge of a morning; we had a device to enliven the course of the meal. He ate his with sugar and explained it to be a country continually buried under snow. I took mine with milk and explained it to be a country suffering gradual inundation. You can imagine us exchanging bulletins: how here was an island still unsubmerged; here a valley not yet covered with snow; what inventions were made; how his population lived in cabins on perches, and traveled on stilts, and how mine was always in boats: how the interest grew precious, as the last corner of safe ground was cut off on all sides and grew smaller every moment; and how, in fine, the food was of altogether secondary importance."

"But perhaps the most exciting moments I ever had over a meal, were in the case of calf's-foot jelly. It was hardly possible not to believe—and you may be sure, so far from trying, I did all I could to favor the illusion—that some part of it was hollow, and that sooner or later my spoon would lay open the secret tabernacle of the golden rock. There might some miniature Red Beard await his hour; there might one find the treasures of the Forty Thieves, and bewildered Cassim beating about the walls. And so I quarried on slowly, with bated breath, savoring the interest. Believe me, I had little palate left for the jelly: and tho I preferred the taste when I took cream with it, I used often to go without, because the cream dimmed the transparent fractures."

Telling stories is a great art, but it is one which can be cultivated, and the way in which these stories are told to children is their first unconscious training. They should be told simply and directly, but with little descriptive touches which call up a mental picture, and there must be no variation of facts in telling the same story again. You can always see how the little bits of description have struck a child's imagination by asking her to tell you a story you have previously told her. Robert Louis Stevenson tells how children like such beginnings as "On a cold and frosty morning," and how they will often give a responsive shiver, showing how they appreciate and enter into such touches of realism. They always like to have a description of the personages of the story and the golden-haired Princess is far more popular than the dark one.

Ruskin says, "I would only teach children what is not true," and tho one may not go so far as that, all will agree that the training of the imagination is of the utmost importance.

The second stage comes when the children begin to go to school, and then it is essential that home and school should work together for the same end. If the parents are interested in the school stories and books, and the teachers are interested in what the children are hearing about and reading at home, it makes all the difference. It is the greatest mistake when children regard some books as "lessons" and some as books for home reading. And so for that reason it is best to have prettily bound and well illustrated books at school, and to avoid all books which give notes and explanations, at any rate for the first few years of school life. Above all the general reading of the school should not be made a subject of examination, nor should poetry be looked upon as supplying material for paraphrasing or analysis. At school the stories are first told to the children and later read by them.

As stories of nations in their infancy or of long ago appeal to children, it is best to begin with Celtic or Greek ones. In telling these stories I should begin with the Homeric ones, and tell them first of the Feast of Peleus. Burne-Jones' picture of that feast makes a basis. I should first show them the picture and let the children describe it, and from the position of the shrinking Goddess of Discord, from Zeus' threatening attitude, and from seeing the golden apple with its motto, let them deduce what has happened. They would be able to distinguish the three rival goddesses, each preferring her claim to the meed of fairest. The question is referred to Paris, and the goddesses come, each prepared to offer a reward to him if he will give the apple to her. The children can deduce for themselves that Here, the Queen of Heaven, would think power and homage the highest good; that Pallas Athene

* Portion of a lecture given to the Norwich Branch of the British Parents' National Educational Union.

would offer wisdom, and Aphrodite would wish to bestow beauty, not on Paris himself but on his wife.

If the children were old enough to understand some of Tennyson's *Enone*, it would make the picture even more interesting to them. The repetition of

O mother Ida, many-fountain'd Ida,
Dear mother Ida, hearken ere I die.

is a training in melody of sound. The picture, too, of the goddesses coming to the

Smooth swarded bower,
And at their feet the crocus brake like fire,
Violet, amaranthus, and asphodel,
Lotus and lilies,

is a very vivid one. Again the offers made by the goddesses, especially that of Athene, are beautifully expressed by Tennyson:—

Self-reverence, self-knowledge, self-control,
These three alone lead life to sovereign power.
Yet not for power (power of herself
Would come uncalled for), but to live by law,
Acting the law we live by without fear:
And because right is right to follow right
Were wisdom in the scorn of consequence.

Leighton's "Helen of Troy" would continue the story, and the sadness of her expression give the personal touch of sympathy. Again, if the children were old enough this might be connected with literature by reading to them from Tennyson's *Dream of Fair Women*, the part which relates to Helen and Iphigenia. Passing on to the stories of the Odyssey and the heroes who took part in the Trojan war, Ulysses and his adventures come first. Burne-Jones' picture of Circe preparing the enchanted wine for Ulysses and his warriors, helps in the recital of his adventures.

Leighton's "Captive Andromache" is a picture round which we may center another of the episodes resulting from the Trojan war. For other stories of the Greek age there are the adventures of Jason; of Hercules, of Perseus, and many others.

Burne-Jones' series of pictures of Perseus helps in bringing the story home to them. They can put themselves in the place of the hero; face his difficulties and see how these must be overcome, and this is a preparation for the appreciation of character drawing in poems and plays, which they read when they are older. In the Perseus series, for instance, the first picture gives two events in one. We see Pallas Athene disguised as an old woman appearing to Perseus as he is in despair by the roadside: the children learn the task that he is to accomplish and the difficulties he has to overcome, and can see for themselves what the gifts of the gods must be to enable him to overcome them. It is obvious to them that Perseus must have a sword with which to cut off the head of Medusa; so they can make out the second part of that picture. Athene sends him to the Graiae, and in the next picture they can understand how Perseus can force the Graiae to direct him; by stealing their one eye from them. In the third picture of the gifts of the Nymphs, they can reason that in order to reach the land of the Gorgons, he must have wings to fly, a helmet which makes him invisible in order to approach them; a mirror in which to view Medusa without being turned into stone, and a bag in which he can carry the head when victorious, so that he would not have to see it. The other pictures deal with his rescue of Andromeda and give a real personality to the children.

The Greek stories can be followed by the Arthurian ones; with all their literary charm and spiritual significance. You can see a responsive enthusiasm kindling in the children's faces as you tell them of the knights who "speak no slander; no; nor listen to it," but who "ride abroad redressing human wrong"; of the Round Table with its mys-

terious Seat Perilous; of the purity and strength of Sir Galahad, and of the spiritual nature of the Quest of the Holy Grail. For home reading there are many popular and simple versions of these stories, such as those by Miss C. L. Thomson and Miss Macleod, and A. Lang's *Book of Romance*. I believe also in reading Tennyson to them long before they are old enough to thoroly understand him. The melody and picturesqueness of description trains their taste unconsciously, and you will always find that such bits of poetic description as

I heard the ripple washing in the reeds
And the wild water lapping on the crag,

have sunk deep into their imagination. Then, too; they acquire (also unconsciously) their first notion of style, and can appreciate the sound of "shrill, chill with flakes of foam," or the difference of descriptive feeling given in the lines:—

He stepping down
By zigzag paths and juts of pointed rock,
Came on the shining level of the lake.

The *Mort d'Arthur* abounds in poetic and vivid description, and is always appreciated by children; especially when learned by heart. Burne-Jones' series of pictures, painted for the Stanmore tapestries, helps to give form to their ideas of the Quest of the Holy Grail, a story which they always love. In the first, a maiden comes to the Round Table with a request for help, and this may be connected with the story of Gareth and Lynette. Then comes the departure for the Quest, followed by the failures of Sir Gawain and Sir Lancelot respectively, and the vision of Sir Galahad. The picture of the lonely little chapel with the presence of the Holy Grail within, and the Guardian Angel without; appeals strongly to the imagination. Passages from Tennyson's *Idylls* may be read to illustrate, and the beauty of the pictures united with the beauty of the verse cannot fail to make a deep impression. In Burne-Jones' later picture of the failure of Sir Lancelot, we see, too, how he uses his blossoming thorn as a promise of future hope springing out of repentance. Lowell's poem; *The Vision of Sir Launfal*, is based on the Arthurian legends; tho it finds no place in Malory, and it helps to show the lesson of the Holy Grail more clearly. Watt's picture of Sir Galahad is the one which best personifies that attractive personality and gives the spiritual ideal of his character. To this, of course, may be coupled Tennyson's poem of *Sir Galahad*. Burne-Jones' "Merlin and Vivien" and "Merciful Knight" give also great charm to these medieval legends.

It is impossible for children to read *The Canterbury Tales* and the *Faerie Queene* for themselves; but as the stories are imaginative ones and appeal to them, it is best to either tell them these stories; or let them read some of the many simple renderings of them that have been published recently. The idea of the Canterbury pilgrims, united by a religious aim and drawn from all classes of society; meeting on a common footing, and each in his turn undertaking to provide interest and amusement for the others, is a very attractive and a very good one.

Their home reading will not, however, be only in connection with these stories which are interesting them at school, and there will be many other books read of very different kinds. If the parents can find time to read their children's books, and will talk to them about what they are reading, it is quite easy to guide their taste, and there will be no need to forbid certain books. There are so many children's books now, and each Christmas sees a large quantity of new ones, so that there is ample choice of good books. At the same time, children never tire of some of the old ones, such as *Alice's Adven-*

tures, *Uncle Remus*, *Little Women*, and some of Mrs. Ewing's stories. Adventure stories are always popular, such as *Treasure Island*, *Kidnapped*, some of Stanley Weyman's books. Some children like animal stories, such as those by Rudyard Kipling, but this is not a universal taste. Books like *Sweetheart Travelers*, *Sir Toady Lion*, *Two Little Pilgrims' Progress*, are very good. The books to be avoided are those which treat of children from the grown-up point of view, or deal with abnormal children, or tell of those who die young; such are *Lucy Gray* and *We Are Seven* in poetry, and *Misunderstood*, *Eric*, and *The Story of a Short Life*, in prose.

As time goes on and the girls grow older, the difficulty of the parents in keeping in touch with their reading both at home and at school increases, especially as girls often pass thru a stage when they resent being questioned. It is, however, of the utmost importance that mothers should talk to their daughters of the books in which they are interested, because in this way they can guide and control their taste and avoid the necessity of putting a veto on certain books, i. e., the guiding must be positive and not negative. It is also of increasing importance that no distinction should be made between books the girls read at home and those at school.

We now come to the question of Shakespeare. Good home preparation is given by reading Lamb's Tales, but the plays are best appreciated when there is a sufficient number of readers to sustain the different characters. I think, on the whole, a School Reading Society is the best means of learning to know Shakespeare, or better still, one in which both parents and girls take part. To draw from my own personal experience for a moment. We have a Reading Society which meets once a fortnight in the boarding-house, and to which about forty girls come. A play of Shakespeare is often chosen, the parts given out in advance and prepared, and the entire play is read in one evening, so that the interest is not broken. Sometimes there are other readings, such as Longfellow's *Golden Legend*, Shelley's *Prometheus Unbound*, Phillips' *Ulysses*, Browning's *Strafford*, and sometimes miscellaneous and non-dramatic readings. There is a junior club on the same lines, but with simpler readings.

When a play of Shakespeare is read in this way the interest is sustained, the characterization entered into and the drift of the whole play gathered, and the way prepared for more detailed study in school. In this detailed study no notes should be used and no examination given on it beyond occasional critical papers, appreciating the characters, etc. The ordinary examination paper, with its stock questions of "Give context and meaning of the following words," or "Comment on the grammar of the following," kills all appreciation of the literary value of the play. There should be free discussion in class, and the teacher should never force her own opinions on the girls, but allow them to form their own, and only guide them in doing so.

I believe also, that the representation of scenes from Shakespeare's plays is a great help in realizing character, as well as in giving appreciation of beauty of style, and the better one knows a play the more one cares for it. Care must, of course, be taken to avoid self-consciousness and posing, but if they are really interested in the play and the characters, the girls forget themselves. We once had an interesting experiment of this kind. Three forms were reading *Macbeth*, and there were many differences of opinion with regard to the characters of Macbeth and Lady Macbeth. Finally, they agreed to act the play, and divided the chief scenes between the three forms, each of which supplied an entire caste, consequently there were three Macbeths and three Lady Macbeths, and until the curtain drew up for each scene we did not know which would appear

before us. As a representation of the play as a whole it was, of course, a failure, but as an attempt to represent very different ideas of character, it was extremely interesting.

If we can give to our girls this love of Shakespeare, we give them a never failing pleasure, and not only that, but an incentive to high thoughts and aspirations. They learn to appreciate his breadth of view and sympathy with humanity: to enter into such womanly ideals as Portia and Rosalind: to see the Nemesis that waits upon wrongdoing.

And so, as they pass on thru school life, both parents and teachers have their constant opportunity of sharing their own appreciation with their girls, and the latter gradually come to criticize for themselves, and to know *why* they like this or that author. They learn to know something of Milton and other great classics of the English language. But reading must not be confined only to the past; modern poets and prose writers must be read side by side with the old masters. Tennyson's poetry provides reading for girls of all ages. Such poems as *The Princess*, supply endless opportunities for discussion on the question involved; the *Idylls of the King* can be more closely studied as they grow older, and *In Memoriam*, with its aspirations and longings, is a poem which all thoughtful girls appreciate greatly. They can enter into the simplicity and dignity of Wordsworth's poetry, the singing quality of Shelley and Keats, and the intellectual appeal of Browning. The last poet is, of course, difficult to understand, but I have found that the girls are fascinated by the character studies of *Men and Women*. The lecture method is the best for such poetry, i. e., to tell them something of the poems and ideas which are involved in them, and by reading passages aloud give them the desire to read the whole at home. Free opportunity must, however, be given for discussion, in which the girls are encouraged to give their own opinions.

Girls like Mrs. Browning's poetry, and can early appreciate the medieval charm of *The Rhyme of the Duchess May*, and later the passion of the Sonnets and simplicity of *He Giveth His Beloved Sleep*.

Nor must prose writing be neglected, and much food for thought comes from such modern essayists as R. L. Stevenson, Andrew Lang, Walter Pater, Gosse, and Arthur Benson. Also, in order to keep in touch with home, the school should not ignore novels. Lectures are best here again, and short passages read aloud from a novel, if well chosen, always give the taste for more. Also the occasional acting of scenes from *Cranford*, *Pride and Prejudice*, or *The Mill on the Floss*, for example, helps in the appreciation of characterization.

To sum up: the first essential in training girls to a taste for good reading, is that you must care yourself. Nothing is so hollow as words without conviction behind, and girls are very quick to find this out. It is no use saying to them, "You ought to like this or that book," but if you can show them how much you like it yourself, you may then share your liking with them. It is

Not what we give, but what we share,
For the gift without the giver is bare.

If we can do this, and make our training positive and not negative, there will be no need to forbid the reading of certain books, nor will there be the danger that reading may consist entirely of novels, for we shall have helped them to form a better and wider taste; and surely, it is impossible, if they have spent their impressionable years in reading the "best thoughts of the best minds," and have really cared for this, that they can ever be satisfied with foolish novels or ephemeral magazine articles. Such a gift and such a taste is a dowry for life, no matter what the circumstances of their after-life may be.

The Educational Outlook.

The extension of the uses of public school buildings as social centers is making encouraging progress in Cleveland, Ohio. The Daughters of the American Revolution have applied for the use of a room at the Eagle School. A room in another school is wanted by a boys' club. These matters have been referred to the Committee on Education of the Chamber of Commerce. The committee has endorsed the plan for such uses of the schools.

In Liverpool, at the great technical school which cost upward of \$500,000, there are fifteen hundred pupils in the evening classes, but, except for some special summer classes of adults, this finely constructed and well-equipped building is unoccupied during the daytime.

The number of men teachers in city school systems appears on the increase. According to the latest annual report of the United States Commissioner of Education, there were 7,769 men teachers for the year ending June 30, 1905. In the year ending June, 1904, there were 7,289. This is an increase of 480. It is interesting to note that altho the number of men teachers is increasing more rapidly than the number of women teachers, the number of women supervising officers shows a remarkable increase.

"Where last year at this time and for a number of years previous there were approximately thirty schools without teachers, now there are three or four teachers without schools." This statement was made by a county superintendent in Pennsylvania. It shows the power to hold teachers which the schools have gained thru the Legislature's raising of the minimum salary rate.

Toledo, Ohio, has decided to give up semi-annual promotions and go back to the annual plan. It is claimed by some teachers that the semi-annual plan interferes with the orderly progress of the work.

The examination of Philadelphia school children, which showed that of the 135,959 eligible for promotion from the elementary schools, twenty-five per cent. were physically defective, is somewhat deceptive. The examination was unusually rigid, taking account of the slightest defect. It is probable that if the same examination as is used in other cities had been applied, the percentage of defectives would not have been greater than in other places.

Fort Worth, Texas, has decided to add Spanish to its course of study. The language will be introduced as optional in the tenth and eleventh grades. Pupils will be given a choice between Spanish, German, and some science. In the latter half of the eleventh grade the choice will be between Spanish, German, and American History.

The Wayne County, Indiana, Board of Education is arranging a course in agriculture which will be adopted for use in all district schools during the coming term. Plant culture, plant diseases, and plant treatment are to be studied and practical demonstrations in root growth are to be carried out. Of particular interest and value to the girl students will be the subjects pertaining to dairies and sanitary housekeeping on the farm.

One of the first steps taken by the school board of Schenectady, N. Y., under its new president, Mr. Raymond, was to go into the financial situation of the schools. Sound financing is abso-

lutely essential to sound schools, and the thoroughness with which Mr. Raymond went into the matter promises well for his administration.

Minneapolis has raised the maximum for grade teachers to \$1,000. The Board by previous action had provided for an increase of \$50 a year in the teachers' salaries for the coming year and this latest action contemplates a further raise of \$50. It is provided that no salary shall be increased more than \$100 in any one year. It is understood that members of the board intend that there shall be another raise of \$100 next year, in case the board of tax levy should fall in with the plan and provide for the additional expense that it will entail.

Little Rock, Ark., will add cooking and sewing to its manual training course during the coming year.

An interesting decision has been rendered by State School Inspector J. C. Fowler, of Ohio. During the past year a meeting of the school board of Somerville was held at which an election of teachers took place. One member had not been notified and was absent. Since then the legality of the election has been questioned. Mr. Fowler has decided that the election cannot stand.

By the sale of school bonds and school land, San Diego, Cal., has over \$200,000 to invest in new buildings and additions. Of this amount \$90,000 will be used for the erection of a building at Twelfth and E streets, on a plot already acquired by the Board. Another building will cost \$75,000 and \$60,000 will be spent for additions.

The George Sykes manual training school of Rockville, Conn., has received an unconditional gift of \$50,000 from Mrs. George Sykes.

The Teachers' Institute of Franklin County, Ohio, held a successful session recently at Columbus. The president was W. S. Jennings, of Clintonville; vice-president, C. F. Neiswonder, Grove City; secretary, Miss Edith Cheney, Columbus.

The cost per child in the schools of East Orange, N. J., according to the latest figures, is \$32.13, based on the total enrollment, or \$42.31 on actual daily attendance. These figures place East Orange fifth on the list of cities of the country in this respect.

Superintendent Phillips, of Scranton, Pa., in his annual report gives a gratifying account of the work done during the past year. He expresses the opinion that trade schools will be the outgrowth of the work now being done in the manual training department. Mr. Phillips is a firm believer in the translation of the large city high schools into a free college for the masses.

Narberth, Pa., has decided to build a \$21,000 school building and public spirited citizens have raised \$2,500 for equipment and decoration of the interior of the building.

In the schools of Walla Walla, Wash., the maximum monthly salary for grade teachers is to be raised from \$75 to \$80. Prin. E. J. Klemme, of the high school, will be advanced from \$1,200 to \$1,500 a year. Principals of grade schools will receive \$1,200 instead of \$1,100. The salary for high school teachers is changed from \$105 to \$110 a month.

Supt. Charles E. Burton, of the Indian school at Grand Junction, Colo., has found the plan of letting some of the pupils work on neighboring farms most successful. This is not only encouraging industry but enabling the pupils to lay up money for use after graduation. Over \$5,000 is now in the school bank to the credit of the scholars from their labor.

Delaware, Ohio, for the first time in its history, is to have a regular music teacher in its school. Miss Ilo Mustard has been chosen for the place. She is a former pupil of Ohio Wesleyan. Later she was graduated from the Oberlin Conservatory of Music in the department of public school instruction. She is also a graduate of the Columbia Teachers' Training School of Chicago, and has had active experience in the public schools of Rockville, Ind.

Frank M. Harper has been elected superintendent of the schools of Raleigh, N. C.

Daniel T. Steelman, of Glassboro, has been chosen superintendent of Gloucester County, New Jersey.

J. H. Browning, of Pekin, Ill., will succeed W. E. Andrews as principal of the high school, Taylorville, Ill. Mr. Browning is a graduate of Tennessee State University and Peabody Normal College.

The Rev. August Ulman, rector of St. Matthew's German and English Episcopal Church, Newark, N. J., has accepted the position of principal of the high school at Short Hills, N. J. Dr. Ulman, who is by birth a German, is a student of music and languages and has had a wide teaching experience.

The new school of education which has been established in the State University of Iowa has elected Dr. J. A. T. Williams, of St. Louis, in place of Dr. Hugh S. Buffum, who will go to Cornell College next year to take the place of Prof. Geo. H. Betts. Dr. Williams is a graduate of the St. Louis high school, of Washington University, St. Louis, and has attended Columbia University three years, where he received the degree of Doctor of Philosophy in 1907. During the past year he assumed charge of a large grammar school in Norwich, Conn., for the purpose of securing practical experience concerning the details of school matters. In that work he has been highly successful. He comes very strongly recommended by Prof. John Dewey and Dean James E. Russell, of Teachers College, Columbia University, with whom he has studied.

Wichita, Kan., is considering lengthening its term from nine to ten months. The only obstacle in the way of the Board of Education is the extra \$10,000 which would be required.

Teaching Moral Responsibility.

The plan of character building which is in operation in the Lagrange School, Toledo, Ohio, has been described in these columns before. The system was instituted by Miss Jane Brownlee, principal of the school, nine years ago. On Woman's Club Day at the Jamestown Exposition, Miss Brownlee delivered a lecture in which she said that in teaching children moral responsibility she begins with the body as an object lesson. Such

questions as the following are asked:
 "Can anybody eat your food for you?"
 "Sleep for you?"

Thus the first thought of personal responsibility is instilled. The child is made to understand his responsibility toward his body in giving it proper food, care, rest, air, and exercise, in order that it may grow large and fine. He is then taught to consider his mind, and that it needs food, rest, and exercise.

Last of all the spiritual self is presented to the child. All the teaching is done by questioning.

"The child is then led to tell how no one can feed its mind or body, and therefore no one can think for it. The quality and effects of thought are taught it and what thoughts do in building character. The little, keenly sensitive, receptive beings understand at once the meanings of the lessons given them. Gradually they learn that everything in the universe appears paired with its alternative and antithesis, as north and south, day and night, love and hate. They are taught that love is the greatest constructive force they can use in character building, and hate the most destructive, as every thought they send out will bring them back more of its kind."

Children are given a co-operative share in the government of the school. The school is considered as a city with fourteen wards. The voting population includes pupils of the fifth to the eighth grades. Only pupils of the seventh and eighth grades are eligible to office. The mayor must be a member of the graduating class. Two elections are held each year. The successful candidate serves for a term of five months. The children take great pride in the strict observance of parliamentary law. One strictly enforced election law in Lagrange School is: "Say all the good you can about your candidate, not one word against his opponent."

Three other officers are elected in the Lagrange School City—a sanitary chief, a city clerk, and a treasurer.

Japan's Industrial Schools.

There is an extraordinary development of industrial schools all over the civilized world. Three important new ones are to be established in Japan within the next five years. At one of these, the High Agricultural College at Kagoshima, the science of agriculture in warm regions is to be taught.

The curriculum of the High Dyeing School at Yonezawa will consist of dyeing, weaving, and practical chemistry. At the third, the High Commercial School at Odaru, all commercial subjects will be taught. The object here will be the education of those who expect to engage in cosmopolitan commerce.

The authorities at Hanfchow have ordered an extra tax on raw and manufactured silk for the proper maintenance of modern schools and colleges in Cheking Province. The new tax is very unpopular.

Educational Progress in Brazil.

The number of matriculations in the Brazilian State of Minas Geraes has doubled this year. It is now about 100,000. In previous years it has never touched 50,000. The great increase is said to be due to the wise laws which have reformed education in the State.

C. A. Bryce, M. D., editor of the *South-eastern Clinic*, in writing of la grippe complaints, says: I have found much benefit from the use of antikamnia tablets in the fever and muscular painfulness accompanying grip. A dozen tablets should always be kept about the house. Druggists speak well of them and so far as our experience goes, we can endorse the above.—*Southwestern Medical Journal*.

Decrease in Attendance.

The total enrollment in the Chicago schools was eight hundred less last year than in the preceding year, while the average daily attendance was four thousand behind. The explanation given in Superintendent Cooley's report is as follows:

"The average attendance for the months of September and October, of the present term, exceeded the attendance of the previous year for those months by over two thousand, but as soon as the City Health Department began its campaign to check diphtheria and scarlet fever the people began to withdraw their children from the public schools, so that by January, when the Council authorized the employment of one hundred medical inspectors for the schools, the people had withdrawn over seven thousand children from school."

The number of new enrollments also fell off heavily.

According to the report 286,766 pupils were enrolled in the schools for one year, as follows: In normal schools, 533, of which 513 were girls; high schools, 14,048, of which 8,144 were girls; kindergartens, 171,131, of which 80,640 were boys; primary department, 163,996, of which 85,282 were boys; grammar department, 90,471, of which 46,001 were girls; schools for the deaf, 233, 128 being boys; schools for cripples, 127, sixty-nine being boys; schools for apprentices, 227 boys. There were 144,749 boys enrolled for the term and 142,017 girls.

Schools Unsanitary.

Officials of the Associated Building Trades of Chicago declare that owing to the failure of the Board of Education to provide the necessary funds, the public schools throughout the city are in such an unsanitary condition that they are a menace to the health and lives of the pupils. For the first time in years, it is charged, they have not been renovated during the present vacation period, and deadly disease germs lurk within the confines of the rooms.

Resolutions were passed censuring the Board of Education for its neglect of the matter. It is said by some of the union men that if the schools were not cleaned before reopening in September, they might decide to keep their children away from school. As a third of the school population are children of union men the situation would be extremely grave.

Choice of a School Board.

The question how a school board should be chosen seems to be troubling Newark, N. J. At a recent meeting the Frank O. Briggs Republican Club unanimously adopted a resolution declaring it to be the sense of the Club that the Board of Education of Newark should be an elective and not an appointive body.

One Way to Begin.

An interesting demonstration of what to do with children on their first day at school was lately given before the Black Hawk County Institute, Waterloo, Iowa. Fifteen children who had never been to school were invited for the afternoon. Miss Lillie Bridgeford, of Des Moines, took charge of them. She had them on the platform and gave a practical and instructive demonstration in how to deal with them. In the space of an hour she taught them the meaning of three words—run, hop, and fly. Before many minutes each child could point out the word, and act it out; showing that they knew it by sight and also that they thoroughly understood its meaning.

Gift to Increase Salaries.

Teachers in the Alexis I. DuPont public schools, near Wilmington, Del., have recently received a salary increase thru the generosity of the DuPont family. The teachers, all women, recently asked

the school commissioner for an advance. This could not be given, however, as the State and county funds were insufficient. As the children of many employees of the DuPont powder works go to this school, the DuPonts came to the rescue and subscribed a sum sufficient to give each teacher \$100 raise yearly.

Call for Practical Education.

There are many indications of strong desire on the part of parents that their children should receive a more practical education than our schools afford at present. At a recent conference of reform association officials, at Middle Bass, O., resolutions were adopted to this effect:

First—That a permanent conference committee should be formed for the purpose of supplying a medium thru which organizations can co-operate in making the education of children such as will best fit them for the vocations they are likely to follow and for profitable employment.

Second—That the common school system should be ignored so as to provide as far as possible for the teaching in all elementary schools of the mechanical, agricultural, and domestic arts and sciences.

Third—That the taxation system of States should be revised so as to furnish ample support and facilities of every kind for the purposes in view.

Fourth—That the persons attending the conference submit the above propositions to their respective organizations so that these may be represented officially in a permanent conference committee.

Fifth—That other organizations having similar ends in view be invited to be represented on this committee.

Georgia School Funds.

The appropriation committee of the Georgia Legislature has decided to recommend, in the appropriation bill, the sum of \$1,850,000 for the common schools of Georgia for 1908, and \$2,000,000 for 1909.

Other recommendations for appropriations were for \$60,000 for the Georgia School of Technology; \$30,000 for the Industrial School at Milledgeville; \$30,000 to the State Normal School at Athens.

The summer school at Athens received the usual appropriation of \$5,000 and the negro school at Savannah, \$8,000.

Prairie View College.

The Prairie View College was established by the State of Texas in 1879, and since that date it has graduated from its normal course 528 pupils, while in all five thousand colored boys and girls have enjoyed its advantages for one or more sessions. Each of the 528 graduates received a State diploma, which has the validity of a State permanent teacher's certificate. These graduates have made a uniformly good record as teachers and as citizens, and the demand for their services actually exceeds the supply.

But the work of the institution is by no means confined to the normal branches. Young women receive instruction in sewing, garment-making, millinery, cook-

All Humors

Are impure matters which the skin, liver, kidneys and other organs cannot take care of without help.

Pimples, boils, eczema and other eruptions, loss of appetite, that tired feeling, bilious turns, fits of indigestion, dull headaches and many other troubles are due to them. They are removed by

Hood's Sarsaparilla

In usual liquid form or in chocolate tablets known as **Sarsatabs**. 100 doses \$1.

In and About New York City.

ng, laundering, and music; young men are instructed in blacksmithing, carpentry, and dairying. Next session tailoring, truck-farming, poultry-raising, shoemaking, broom-making, mattress, making, and wheel-wrighting will be introduced, appropriations to meet the expense of inaugurating these industries having already been made by the board of directors at a recent meeting.

The above brief account was furnished the *New York Evening Post* by the principal, E. L. Blackshear.

To Better Kansas Schools.

One of the most important steps toward the betterment of Kansas schools was taken recently, when a committee of four county superintendents, appointed by State Supt. E. T. Fairchild, met in Topeka to revise the common school branches in Kansas schools.

The committee is composed of C. W. Wood, of Hiawatha, superintendent of Brown County; G. T. Coddling, of West-foreland, superintendent of Pottawatomie County; A. W. Hamilton, of Hutchinson, superintendent of Reno County, and J. J. Stanley, of Lincoln, superintendent of Lincoln County. Mr. Fairchild will meet with them.

A month before these superintendents had a conference in Topeka. Each one took upon himself a certain portion of the revision. It is expected that the results of this conference will be widely felt thruout the State, especially in the elementary schools.

Patriotism.

The Grand Army of the Republic, realizing the need of patriotic inspiration and training of the young, have chosen as a text the Gettysburg address of Abraham Lincoln. As one G. A. R. man expressed it: "There is but one Decalogue; the Great Teacher left but one model prayer, and patriotism may well hold one text—paramount for guidance and inspiration—the immortal words of Lincoln spoken on the battlefield of Gettysburg."

The plan of placing bronze tablets in the schools, inscribed with this speech, is meeting with success. In many schools tablets have already been placed and many others expect to do so during the coming year. A copy of the tablet has already been published in these pages.

Don C. Bliss, former superintendent of schools at Kearny, N. J., in a letter to Mr. Alfred King, who has been instrumental in introducing these tablets in several schools, speaks of the movement as follows:

"As an educator, I am deeply interested in the practice and growth of patriotic instruction in the schools, and for this reason I gladly endorse the idea which brings before our young people this masterpiece from the lips of President Lincoln.

"The solution of the immigration question which conforms us lies with the public schools and it devolves upon them to inculcate correct ideals of patriotism and good citizenship.

"Lincoln's words as a lesson to those upon whom the responsibilities of citizenship must soon come cannot be overestimated. His tribute on the battlefield of Gettysburg throbs to-day with the same power to clutch the heart and uplift the thoughts as at the time it was uttered.

"The conception and practice of bringing Lincoln's words to the attention of the children of to-day and of future generations is most praiseworthy, and will afford a never failing inspiration for the pupil and the patriot of the future."

Plans have been outlined by the Board of Education for the extension of the instruction of crippled children. The stage for the transportation of such children is furnished by the city and the superintendents have recommended that it cover the territory lying within East Fifty-ninth Street, East River, First Avenue, Broadway, and Fifth Avenue. The school which the children will attend is located on East Sixteenth Street, near First Avenue.

The Board of Education has plans for equipping science rooms in seventy elementary schools during the coming year. The carrying out of these plans depends upon the funds granted by the Board of Estimate.

On August 26 the trustees of Columbia University and the members of the Department of Zoology tendered a reception on the University grounds to the members of the Seventh International Zoological Congress,

The school budget for 1908 will include a request for \$34,763 for the extension of the system of school libraries. Under the law, the State makes an appropriation to the city for this purpose, on condition that a similar amount is allowed by the city. The sum allowed by the State for next year is equivalent to that asked by the Board. It is determined by a grant of \$250 to each high school and an additional amount equal to the sum of \$2, multiplied by the number of teachers employed during the past year.

The Department of Health of the city of New York has prepared a pamphlet called "A Consumption Catechism for School Children." With the help promised by the Department of Education it is expected to place this catechism in the hands of every one of the 600,000 and more children attending the common schools. In a series of thirty-two questions and answers, the catechism briefly and simply tells what consumption is, how conveyed from person to person, "how you can keep from getting it," and "how to keep others from giving it to you." Altho designed primarily for school children, the catechism is designed to reach and inform their elders too.

The committee on by-laws and legislation of the Board of Education has handed down an interesting opinion relative to the position of assistant to principal. The committee holds that the Board can transfer an assistant to principal from a model school when the number of classes falls below twenty-eight to some elementary school where there is a vacancy in the position of assistant to principal without the teacher's consent. An assistant to principal has no claim to the position as such when the number of classes in the school has decreased to less than twenty-eight classes.

Union of Orthodox Jewish Congregations is planning to renew its efforts to have New York Schools closed on Jewish holidays. Mr. Lucas, secretary of the Union, said the other day: "While it may be easy enough for Jewish children to remain away, what help is there for the Jewish teacher who must publicly work on the day he or she holds sacred? We realize that it is too late to do anything this year, but we hope that in the near future the city may be tolerant to the belief of this great element in New York's population as to allow the schools to be

closed to all children—Jew or Gentile—on Jewish feast days the same as they are by act of Legislature kept closed during the Christian Holy Week. It is not too much to ask in this free country, when you remember that even in the Russian army they allow the Jewish soldier their liberty on Jewish holy days. Why should not the schools be closed when it is realized that in sixteen of the city's schools ninety-nine per cent. are of Jewish parentage, and it is possible that the remaining one per cent. is partly Jewish? And in the other schools the percentage is very heavy."

The death of Frank L. Johnson, of the Brooklyn Training School, will make it necessary for the board of examiners to hold an examination for license as principal of the school. Mr. Todd, of the Commercial High School, Brooklyn, the only one now on the eligible list, refused appointment last year.

Close of the Vacation Schools.

The New York vacation schools have just closed a successful session. In spite of the fact that funds to increase the number of schools were lacking, the average daily attendance was nearly one thousand ahead of last year. Miss Evangeline Whitney, the district superintendent, under whom the schools were conducted, deserves great credit, as do, also, her able assistants.

Prior to the opening of the schools Miss Whitney held conferences with her directors and principals, and during the entire season weekly conferences of teachers were held by the supervisors and directors. In this way the work was harmonized and made uniform thruout the city.

The correlation of studies inaugurated a year ago has been extended and improved. Pupils were taught to make chair frames in the workshop, and cane them in the chair-caning class, while others would construct umbrella stands in the workshop and put in the basins in the ironwork hour. The girls would make their hats in the raffia class, and trim them when they took up millinery. The plan has resulted not only in an improvement of the work of the pupils, but there has been evidenced an increasing desire of the pupils to take up work in other classes.

The studies have been turned to practical use, the boys being permitted to bring chairs from home to be caned, while the girls were encouraged to bring materials to make hats, dresses, etc., for themselves.

In addition to the regular class work, especial interest centered in the trips or excursions. Under the direction of the nature study teachers, classes were taken to the woods, parks, and country where there were special facilities for study, while the teachers in city history supplemented their class work with trips and excursions to places of historic interest in the city.

A number of trained nurses were employed to instruct the "little mothers" in bathing and feeding the babies, caring for the invalid, and in giving first aid to the injured. In addition to the industrial work instruction is given in art, and the pupils had the special advantage of going to the parks with their teachers.

Kindergartens were organized at each school and were conducted as are the regular day kindergartens during the winter. Mothers' meetings were particularly emphasized in connection with the work. Between the kindergarten and the industrial grades there were connecting classes, where weaving by hand

looms, braiding, raffia, and bead work were taught. In every department the results this year have been highly satisfactory.

Schools to Be Ready.

The fear that many of the buildings which were expected to be completed by the opening of the school year would not be ready on account of the stringency of the money markets, has proved groundless.

It was thought that the inability to sell city bonds would delay the work, as many of the contractors were unable to secure pay for work done in advance of the approval of their contracts. The raising of the interest rate on city bonds and the practical certainty that funds will be available shortly has relieved the situation and work is being pushed forward rapidly. Even the repair work, which at one time it seemed impossible to get completed in time for the opening of the fall term, is now well under way.

Important Decision Favors Board

The Appellate Division has decided, in the case of *Hoeffling vs. the Board of Education*, that teachers appointed to lower positions are not entitled to the salary for higher positions, even tho they are performing the duties of such places. The Board has previously lost a number of similar cases. In the opinion of the Court written by Justice Miller this statement is made:

"In effect the statute makes the salary an incident to the position or grade. The plaintiff occupied the position or grade of a graduating class teacher; the statute assured her the salary attaching to that grade, and the city contracts to pay that sum. The mere fact that she performed the duties of a higher grade or position until it was finally filled by appointment or assignment did not *ipso facto* entitle her to the higher grade or the salary attached to it. The provisions of the statute respecting salary and tenure of position must be construed in connection with the provisions respecting appointment and assignment.

"The salary and tenure are assured only to those who obtain their positions in the prescribed manner, and the legislature has not yet gone so far in its inter-

ference with the conduct and supervision of the public schools of the City of New York as to provide that those charged with the duty of supervision and control cannot temporarily assign a teacher to perform the duties of a higher grade than the one occupied by her without giving her the right permanently to claim the salary attaching to such higher grade."

College Examinations.

The college entrance examination board of Columbia College is rejoicing over the completion of its labors. More than thirty thousand papers were read. These were submitted by about three thousand competitors. The readers started their work on June 18. Of the applicants 643 were under sixteen years old. A total of 1,517 were under seventeen, which continues the favorite year of entering.

Teachers in Evening Schools.

The Appellate Division of the Supreme Court has handed down a decision fixing the legal status of evening school teachers.

The suit followed the action of the Board of Education in December, 1903, in reducing the salaries of evening school teachers because of lack of funds. The teachers had begun service in September, 1903, at the regular salary, which was reduced to take effect January 1, 1904. Claims for back pay at the regular salary were filed and the suit of *Morris vs. the Board of Education* was brought in the municipal court. The case was submitted on an agreed statement of facts. Judgment was rendered against the teachers and an appeal taken.

In handing down its decision the Appellate Division holds that:

"A teacher in an evening school is in no sense a public officer, nor is the compensation which he receives a salary fixed by law as an incident to an office. Nor is he within the scope of the law which fixes the salary of a day school teacher at a minimum. He is simply employed to perform certain services for which he is to receive certain compensation and what that compensation is must be ascertained from the contract, expressed or implied."

Vacation Bible Schools.

On August 22 the pupils of the vacation bible schools, fifteen of which have been conducted in New York this year by the Federation of Churches, held commencement exercises in the auditorium at Wanamaker's store. About one thousand children with their teachers and parents were present.

The vacation schools were started three years ago as a result of the efforts of the Rev. Walter Laidlaw, the executive secretary of the Federation.

Two hour sessions were held every afternoon, divided into periods for Bible study, calisthenics, instruction in different kinds of industrial work, and "first aid."

Frank L. Johnson, who became head of the Brooklyn Truant School last January, died at the school on August 15. Mr. Johnson came to the school at a time when it was under investigation. His work during his short occupancy of the position effected great improvement in the discipline and general management of the school. Previous to his coming to Brooklyn Mr. Johnson had been superintendent of the Truant Home, Worcester, Mass.

Fumigating.

Discussion arose at a recent meeting of the Board of Education of Perth Amboy, N. J., in regard to necessity and cost of fumigating the schools during vacation. It was stated by one member that the cost of the work would be between \$200 and \$300. Investigation showed that a local druggist had supplied the material the year before for \$25, and that the actual work had been done by the janitor. Here is the State Board of Health's ruling in the matter:

"During each vacation the walls and woodwork, including doors, desks, and floors, should be wetted with a solution of bichloride of mercury and the windows should be kept open to admit great floods of sunlight and pure air. Finally scrub with clean water."

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Smiles From Lippincott's

Lippincott's Magazine is always wholesome and cheery. Its pages of funny stories are especially enjoyable. Here is a sample collection from one number, the one for September, 1907:

TOO SUGGESTIVE.

"I once heard a minister in New Hampshire make his usual Sunday morning announcements as follows:

"The funeral of the late and much lamented sexton takes place on Wednesday afternoon at three o'clock.

"Thanksgiving services will be held in this chapel on Thursday morning at eleven o'clock."

TWO OF A KIND.

A well-known club-man in New York likes nothing better than to hunt "big game" in British Columbia. During his last expedition to that region he was in camp with a friend from Minnesota. Toward morning, says the New Yorker, he awoke shivering with cold. The fire was very low. His companion was fast asleep.

It isn't nice to get out of a warm blanket to roll frosty logs to the fire, so the wily New Yorker gave his friend a kick and then pretended to be asleep. There was no response, and presently the man from New York tried another kick.

At this the Westerner broke into a laugh. "I did the same thing to you twenty minutes ago," he explained, "and that's how you came to be awake." Then, of course, both turned out to build a fire.

THE CARDINAL'S WIFE.

Cardinal Gibbons, the venerable head of the Catholic Church in America, is one of the most democratic men in the country. He also enjoys a good joke, even when told at his own expense. He once related how a Baltimore newspaper man, who may have been more zealous in journalism than learned in religion, called at the cardinal's house one day to ask His Eminence for information concerning some church matter.

"The cardinal is out of the city," said Father Fletcher, who received the caller.

"Then may I see Mrs. Gibbons?" was the startling request that followed.

Rest and Health for Mother and Child.

Mrs. WINSLOW'S SOOTHING SYRUP has been used for OVER FIFTY YEARS by MILLIONS OF MOTHERS FOR THEIR CHILDREN WHILE TEETHING, WITH PERFECT SUCCESS. It SOOTHES THE CHILD, SOFTENS THE GUMS, ALLAYS ALL PAIN, CURES WIND COLIC, and is the best remedy for DIARRHŒA. Sold by druggists in every part of the world. Be sure to ask for "Mrs. Winslow's Soothing Syrup." And take no other kind. Twenty-five cents a bottle.

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"Eczema appeared when our child was three months old. We applied to several doctors and hospitals, each of which gave us something different every time, but nothing brought relief. At last, one of our friends recommended to us Cuticura Soap and Cuticura Ointment. A few days afterwards improvement could be noted. Since then we have used nothing but Cuticura Soap and Cuticura Ointment, and now the baby is six months old and is quite cured. All that we used was one cake of Cuticura Soap and two boxes Cuticura Ointment, costing in all \$1.25, and I recommend the Cuticura Remedies strongly to all mothers whose children suffer from such diseases. C. F. Kara, 343 East Sixty-fifth Street, New York, March 30, 1906."

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BOBBY'S REASON.

Little Bobby was saying his prayers at his mother's knee, but so rapidly that she asked him why he did not speak more slowly.

"Because, you know," he replied, "it would keep all the other children waiting!"

WHAT IT SAYS.

If money talks,
As some folks tell,
To most of us
It says: "Farewell!"

A FIRM ANSWER.

The Rev. Mr. Freuder, of Philadelphia, tells this story of himself.

Some time ago he was invited to dine at the house of a friend, whose wife went into her kitchen to give some final orders. Incidentally, she added to the servant, "We are to have a Jewish rabbi for dinner to-day."

For a moment the maid surveyed her mistress in grim silence. Then she spoke with decision: "All I have to say is, if you have a Jewish rabbi for dinner, you'll cook it yourself."

THE MARTYR AT THE STEAK.

O beefsteak, there upon my plate,
For thee I sigh, on thee I saw!
Why is't thy fibres will not part
That I may fill my empty maw?
This world a paradise would be
If friends would hold as firm as thee.

THE WHY OF THE FLY

Instead of strolling thru some sunlit dell
Or musing by the ocean's foam-flecked deep,

Why does a fly prefer to crawl
Upon the face of one who tries to sleep?

UTILITY.

There was a man in Atchison
Whose trousers had rough patchison.
He found them great,
He'd often state,
To scratch his parlor matchison.

NOT A SPORT.

A well-known clubman of Boston was married during the early days of the past winter to a charming Wellesley girl, who, of her many accomplishments, is proudest of her cooking.

The husband returned late one afternoon to his home in Brookline, to discover that his wife was "all tired out."

"You look dreadfully fatigued, little one," came from hubby, in a sympathetic tone.

"I am," was the reply. "You see, dear, I heard you say that you liked rabbit. So, early this morning, I went to the market to get you one. I meant to surprise you with a broiled rabbit for dinner; but I'm afraid you'll have to take something else. I've been hard at work on the rabbit all day, and I haven't got it more than half-picked."

EXCLUSIVE PRIVILEGE.

The late General Shafter used to enjoy telling how, during the Civil War, several wounded officers and a few privates were going up the valley of Virginia, when a rain came on, forcing all hands to take refuge all night in a school-house.

It chanced that during the night a skunk had found its way under the floor, and by and by had announced its presence after its well-known effective manner.

The officers all waked up, but, being gentlemen and each supposing that the others were still asleep, they kept silent. At last one of the privates, a German, could restrain himself no longer.

"Mein Gott!" he exclaimed. "Dis is awful! Dey shleeps und I wakes, und I haf got to smell it all!"

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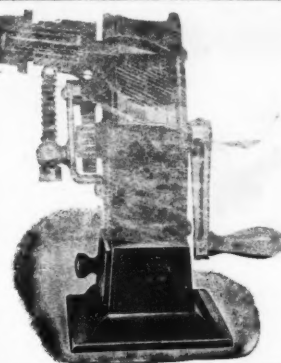
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